**Duška Radosavljević,** Ph.D.,Professorial Research Fellow, The Royal Central School of Speech and Drama
University of London

 "Aural/Oral Dramaturgies: Theatre in the Digital Age" is a book that explores the ‘aural turn’ in contemporary theatre-making, examining the growing importance of speech and sound in contemporary theatre. It focuses on several different trends, such as 'post-verbatim' theatre, 'amplified storytelling', and 'gig theatre', all of which incorporate speech and sound in unique ways. The book argues that these works contribute to a new understanding of theatre as an extra-literary activity, going beyond the traditional focus on the script. While dance and physical theatre often emphasize the physicality of performance, the aural/oral turn offers a new perspective on the interplay between text and performance.

 **Annika Wiklund-Engblom** PeD, utvecklingspsykolog, IT-pedagog

Associate Professor, University of Umeå

Teachers’ digital relational competence is a new concept coined in a study on hybrid classrooms (Wiklund-Engblom, 2018). It is defined as teachers’ empathic approach to learner needs, including being anticipative towards digitally pertained needs beforehand, as well as to be sensitive and responsive to learner needs in situ; especially socio-emotional needs of, for instance, psychological safety. Our latest study examining teachers' relationship-supporting strategies in distance education identified three main themes of teachers’ digital relational competence: digital communication, digital presence, and digital responsiveness (Wiklund-Engblom & Bonnevie, submitted). The webinar presentation will discuss the concept of digital relational competence and its operationalisation in relation to theoretical frameworks, as well as results from studies conducted so far.

 **Kristin Solli Schøien,** Phil.dr.**,** associate professor, University of South-Eastern Norway

Å møte seg selv i døra (på skjermen…) Erfaringer av profesjonell muntlighet i digital undervisning

Abstract in English: A study of five teacher educators' ethnographic texts in which they describe the experience of seeing and hearing themselves in their own digital teaching. How do they experience their own executive orality? And what competence needs come into view linked to the experience of one's own voice, presence, student relationship and of body and senses in teaching. The discussion takes the form of professional comments linked to knowledge of professional orality, expressive pedagogical methods and research into digital teaching and learning resources. The study shows how digital teaching situations activate the need to develop voice confidence, and that a clear and varied oral expression through voice, gaze and facial expressions is of great importance in digital communication situations because the communication codes are fewer.