



Blogs docents sobre literatura: la transformació del paradigma docent

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Summary: This research analyses educational blogs as virtual public epitexts for the promotion of literary reading in the school context. The methodology applied consisted of a descriptive analysis of the elements that identify the blogs and a dense analysis of posts on reading. The results reflect the creation of a virtual space of communication and reflection among teachers who share a repository of varied and interconnected content. The posts studied illustrate best practices that are designed based on the digital environment and rooted in a model of teaching of literature focused on students as producers of content. The study shows the transformation of the paradigm of the teaching of literature and the promotion of reading.

Keywords: Public virtual epitext, educational blogs, promoting literary reading, literary education, school facilitator ■

