The study of literature focuses on texts, but unlike other subjects, these texts are not simply means for gaining knowledge but rather themselves the knowledge that the teacher aims to impart. The interpretation of the text is connected to assimilation, in the sense of understanding the text through the world of the reader and the way in which the meaning of the texts become an indispensable part of his or her self-conception (Ricoeur, 1980). These aspects of the study of literature are wrapped up in the interaction that arises in the learning space—usually face-to-face (Lotan & Miller, 2016)—and in the existence of a spontaneous and positive interpretative dialogue toward the constructive ordering of the material being studied (Poyas & Elkad-Lehman, 2016). The transition to online learning in the wake of the Coronavirus pandemic has created processes of disruptive innovation (Christensen et al., 2015) that deserve our attention.

Ninety education students, who focus on teaching literature, participated in the present qualitative study. The goal of the study is to identify which components the students see as necessary allow for the best possible online literary classroom session. The research methods included conversations, questionnaires, and interviews. The results of the study show that the students considered spontaneous interpretative dialogue as a critical component of a successful online class. The central contribution of the present study is in broadening existing knowledge regarding the components of the online literature classroom, in addition to the practical applications offered for the online teaching of literature.

Bibliography

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