

The Subject of Desire and Information Literacy – A reinstallation of the subject takes its point of departure in the concept of information literacy and an empirical study of two high school classes at two different high schools in the Greater Copenhagen area. The thesis is an analytical theoretical work that utilizes an empirical study of the aforementioned classes to investigate in what way a lacanian view on subjectivity can complement our understanding of the concept of information literacy. The investigation takes its departure in the following questions:

- How does social media such as Facebook affect the understanding of the relation between the space inside and outside the classroom and in what way does use and non-use of social media affect the framing of the teaching situation?
- Can a psychoanalytical approach to subject and subject positions develop and expand the understanding of the concept of information literacy and thereby supplement the theoretical basis of information literacy research?

The thesis introduces a lacanian view on subjectivity as lens on the concept of information literacy. Through a qualitative empirical study of two different high school classes employing observation and semi-structured interviews it investigates how use and non-use of social media affects the teaching situation. The thesis argues that by taking the subject of desire as a point of departure, we are able to complement the sociocultural and discourse analytical approaches to information literacy. The thesis concludes that psychoanalysis can be utilized as an approach to information literacy that can complement the social approaches in that it is well suited to understand the structural relationship between subject and society, human and digital media, and the ability to grasp breakdowns and slippages between discourses in new ways.