

## English summary

This study's main focus is on how the teachers in the Danish upper secondary school construct their understanding of the terms creativity and innovation in line with what young individuals need for navigating in society. This construction is influenced by the societal duality between creativity and innovation on the one hand side, and the standardization of exams and tests on the other. A majority of scientists are pointing to the dilemma of this continuing process of standardization in a world which expresses an increasing demand for innovative and creative students.

This focus on innovation and creativity is also reflected in the debate between scientists who argue on how to incorporate these aspects into the education system, and on what the terms 'innovation' and 'creativity' should actually contain – meanwhile the politicians have already incorporated the terms into the school laws, thereby making it a requirement for teachers to work with terms which have not been clearly defined.

There is no exact recipe for the teachers' work with innovation and creativity, or directions on how to interpret the meaning of the terms. Through the use and comparison of Anthony Giddens and Thomas Ziehe, I have identified a segment of the skills which are needed by a young individual to navigate in the constantly changing society. The skills work as parameters for which goals teachers could have for their work with innovation and creativity and contain the ability to be reflexive, to make choices and to be critical during a decision process. Subsequently, I analyzed how changes in society have affected the school system. Through a reading of Thomas Ziehe and Lars Qvortrup, I established that the school system has a responsibility to educate pupils, so they can navigate in the current society. Ziehe e.g. suggests that by changing the manner and subjects of teaching teachers will be able to decentralize their students which in turn will increase their ability to be critical and reflective. Teachers define innovation almost like Mihaly Csikszentmihalyi and Feiwel Kupferberg, as something new + value = creativity; a definition which further accentuates the decentralization process: This link between the skills required from society and the skills of innovation and creativity lie in the fact that pupils have to reflect, to make decisions and to some extent be critical to make qualified decisions, when they work with the presented definition of creativity, because they have to reflect over something new, and who this new thing should have value for.

In this study, two teachers from two different schools and four students at each school have been interviewed. The teachers have in their construction of creativity and innovation made innovation a more complex term, than creativity. Innovation, in the teachers' optics, is a term which includes problem solving, reflection, working in groups etc., which all lead to decentralization. In their construction, they are aware of the importance of exams and tests, but they do not see innovation and knowledge as oppositions but rather as codependent.

In my work with the teachers' understanding of innovation in connection with the segment of skills needed to navigate in the society, I have found that the teachers give pupils the opportunity to be reflexive and to be critical, which benefits and motivates them in their work. I have also discovered that the critical skill is not on the same level as the two other skills, and that pupils need help from the teacher regarding the critical aspect. Pupils have so much freedom in the process that they forget to be critical and instead tend to choose fun and exciting work objects.

The project concludes that the teachers in particular construct *innovation* as something positive which motivates the students and gives them important skills, such as the reflective skill and decision making skills. In their construction of the terms, the teachers are close to fulfilling what society asks of the young individuals, and at the same time they are very much aware of the importance of the exams and tests. The teachers have found a way to deal with duality between creativity and innovation and the focus on standardized tests and exams, because they do not see them as opposites but as codependent.

This project does not seek to solve or give suggestions for dealing with the duality, rather it tries to give an insight into the teachers' work with innovation and creativity. As such, this thesis has the potentiality to form the groundwork for the production of a set of guidelines intended to assist other teachers in 1) their struggle to work with and define the terms, and 2) in their process of incorporating the terms as evaluation parameters in exams and tests.