

## To make or not to make?

### The effect of expected implementation on children's idea selection

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Worldwide, teaching pedagogies that give children opportunities to develop creative and innovative competences have risen across primary schools. One of the core elements of these pedagogies is that children are asked to work on transforming their ideas into tangible and physical products. In this study, we examined whether children automatically select the most innovative ideas when they are asked to do so and whether expected implementation of ideas into tangible products affects the selection of novel and feasible ideas. The selection of novel ideas requires a certain level of openness, therefore, we also investigated whether children's personality moderates this relationship. To this end, 403 Dutch children in grade 6 (aged 10-13) were asked to select two innovative ideas to improve the use of a stuffed toy elephant with or without the expectation to actual implement these ideas in the classroom. The results showed that children who expected implementation were less likely to select original ideas, but more likely to select feasible ideas than children who had no such expectation. Moreover, children in the implementation condition focused more on feasibility than originality when selecting innovative ideas. We found as well that children high on conscientiousness selected more feasible ideas even though they were instructed to select innovative ideas and did not expect idea implementation. Together, the results highlight the importance for educators to carefully consider whether or not practical components should be part of assignments, and to tailor instruction in assignments to the individual needs of children.