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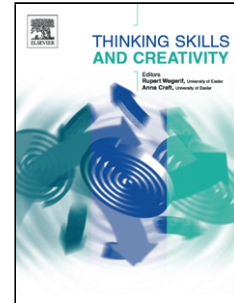
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# Facilitating design thinking: A comparison of design expertise

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## **Research Highlights**

- First paper to explore the role of the facilitator in the teaching of design thinking to non-designers
- Establishes a framework to determine the facilitation expertise of Design Thinking based on problem complexity
- Reports on the learning experience of design thinking for a non-design audience

## **Abstract**

Design thinking – as a problem-solving approach - has been taught in informal and formal education settings across various disciplines globally (within both academia and industry), yet little research has focused on what level of design expertise facilitators require to educate non-design students. This paper analyses two informal immersive learning experience case studies from Australia and the Netherlands to explore the role of the facilitator in the teaching of design thinking to non-designers. Therefore, the aim of this paper is to explore the level of design expertise of the facilitator, as well as the complexity of the problem being addressed and how these impact the value of the learning experience of design thinking for a non-design audience.

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