Name	**Designing Conditions for Happiness**
Codes	M-KF-E-301-FS-262701-15 / M-KF-301-FS-262701-15 / B-KF-401-FS-262701-15 / ER-MOME-MA-262701-20
Host	Heritage in Motion LAB
Location	**Classroom / Seminar**

Course info			**Subject info**			
Course Type	Contact hours	Home study hours	Comprehensive Subject	Subject type	Semester	Subject credit value
Seminar / Research-based design course	48	102		Elective (KFI)	2026 Autumn	5 credits

Recommendation
This course is intended for students interested in deepening their understanding of human well-being and how design can shape it beyond individual psychology. It is particularly relevant for those working in interaction, product, or environmental design who want to engage with scientific, biological, and critical perspectives on happiness. The course provides tools to critically evaluate well-being claims and to develop research-based design interventions grounded in measurement and analysis.

Short description
This course explores how design can shape the conditions of human well-being in everyday life. It aims to equip students with a critical and evidence-informed understanding of happiness by engaging with perspectives from psychology, human biology, and design research. The course is structured in three phases: an initial grounding in key concepts and theories; an exploratory phase involving self-observation, simple measurement tools, and reflective practices; and a final phase focused on developing individual or group design projects. Through iterative experimentation, prototyping, and discussion, students learn to translate insights into design approaches that engage with well-being in a thoughtful and research-driven way.

Teachers				
Name	Contact information	Teaching hours	Short BIO	Open hours
Renáta Dezső	Dezso.renata@mome.hu	48	Renáta Dezső is a senior research fellow at MOME and lead of the Robotics Studio, working at the intersection of design, human–robot interaction, and embodied systems. Her research focuses on how design mediates relationships between humans, environments, and technology, with a particular interest in well-being,	by appointment

			somaesthetics, and research-through-design approaches.	
Dr. Ella Krisztina		3		
Szabados Luca		3		

Course scheduling	
Course format	Weekly class appointments
Seminar-based course combining short lectures, group discussions, individual and group consultations, and iterative project development. The course includes self-observation tasks, measurement-based exercises.	Fridays, 8:30–11:20 (4 contact hours)

Details of each session's type and schedule, showing the teacher's role

Week	Date	Weekly educational content	Studio/workshop
1	Sept 11	Introduction: course framing, concepts of happiness, mapping assumptions	Classroom
2	Sept 18	Theories of well-being: psychological and embodied perspectives, "perfect day" exercise	Classroom
3	Sept 25	Perception, attention, and environment: how experience is shaped	Classroom
4	Oct 2	Measuring well-being: introduction to self-report tools (PANAS, SHS, SWLS) and critique	Classroom
5	Oct 9	*No class (BA open day) – compensated through home assignment and redistributed content*	
6	Oct 16	*Course week:*	
7	Oct 23	*No class (public holiday) – compensated through home assignment and redistributed content*	
8	Oct 30	circadian rhythms and biological foundations of well-being (guest session)	Classroom
9	Nov 6	Social and cultural dimensions: belonging, norms, and non-normative perspectives	Classroom
10	Nov 13	Digital environments and habits: attention, routines, and behavioral patterns	Classroom
11	Nov 20	Student presentations I and group critique	Classroom
12	Dec 4	Student presentations II, reflection, and course synthesis	Classroom
13			
14			
15			

Course completion requirements, prerequisites, and evaluation				
Students' duties				
Requirements, assignments	Form of evaluation	Evaluation criteria	Deadline	% in evaluation

Active participation in class, including regular attendance, contribution to discussions, and completion of in-class and weekly tasks	Continuous assessment based on participation and task completion	Regular attendance; quality of contributions to discussions; engagement with course topics; completion of assigned tasks	Ongoing throughout the semester	40%
Critical analysis of an existing “happiness” or well-being-related design (product, service, or environment)	Written analysis (short essay or presentation)	Depth of critical reflection; ability to apply theoretical concepts; clarity of argument; use of relevant references	Week 10	30%
Measurement-based self-observation diary (tracking selected aspects such as mood, sleep, attention, or environment)	Documented diary and reflective summary	Consistency of documentation; quality of reflection; ability to interpret data; connection to course concepts	Week 10	30%
General requirements				
Regular attendance is mandatory and will be recorded via a signed attendance sheet at each session. Students are expected to actively participate in discussions and complete in-class and weekly tasks. More than three absences may result in failure to complete the course. All requirements must be completed to pass the course.				

Course materials and literature
Mandatory literature
Diener, E. (1984). Subjective well-being. Psychological Bulletin, 95(3), 542–575. https://doi.org/10.1037/0033-2909.95.3.542 Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. Psychological Bulletin, 125(2), 276–302. https://doi.org/10.1037/0033-2909.125.2.276 Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. Journal of Personality and Social Psychology. Lyubomirsky, S., & Lepper, H. S. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. Social Indicators Research. Desmet, P. M. A., & Pohlmeyer, A. E. (2013). Positive design: An introduction to design for subjective well-being. International Journal of Design.

Course notes and presentations
Lecture slides, methodological guidelines, and case studies provided during the course. Selected scientific articles, datasets, and curated podcast episodes will be shared weekly via the course platform to support critical analysis and discussion.
Recommended literature
Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. Philosophical Transactions of the Royal Society B, 359, 1367–1378. https://doi.org/10.1098/rstb.2004.1512 Wiese, J., Klapperich, H., Wulf, V., & Pipek, V. (2018). Designing for well-being in the digital age: A review of emerging design approaches. PACM HCI, 2(CSCW). https://doi.org/10.1145/3274467 Hornbæk, K., & Oulasvirta, A. (2017). What is interaction? Proceedings of the CHI Conference. https://doi.org/10.1145/3025453.3025765 Steinfeld, A., Fong, T., Kaber, D., et al. (2006). Common metrics for human–robot interaction. HRI Conference. https://doi.org/10.1145/1121241.1121249 Kurtz, J. L. (2011). Happiness and self-knowledge: A positive psychology and judgment and decision-making hybrid course. The Journal of Positive Psychology. https://doi.org/10.1080/17439760.2011.634820 Martin, M. W. (2008). Paradoxes of happiness. Journal of Happiness Studies. https://doi.org/10.1007/s10902-007-9056-3

Learning outcomes	
Knowledge	Students will understand key theoretical frameworks of well-being, including subjective, embodied, environmental, and socio-technical perspectives. They will gain familiarity with measurement approaches (e.g. affect scales, life satisfaction metrics) and their limitations.
Skills	Students will be able to critically evaluate well-being claims, distinguish scientific evidence from pseudoscience, and design small-scale research-based interventions. They will develop skills in combining qualitative and quantitative methods, including observation, self-tracking, and basic data interpretation.
Attitude	Students will develop a critical and reflective stance toward dominant narratives of happiness and the wellness industry. They will become sensitive to the role of environment, embodiment, and social context in shaping lived experience.
Autonomy and Responsibility	Students will begin to formulate their own research questions and select appropriate methods with guidance. They will take responsibility for developing and presenting their work, and actively contribute to discussions and peer exchange.

Exemption
No exemption may be granted from participation in or completion of the course.

Exemption may be granted from completing certain tasks or attending specific sessions. Certain tasks may be replaced by equivalent activities. Full exemption may be granted The student must discuss the details of a full or partial exemption with the instructor and the programme lead.

Curricular connections		
Subject	Parallel courses	Course proportion in subject
Subject prerequisites	Special subject prerequisites	Is it available as an elective?
		Yes/No

Guidelines and rules for the use of artificial intelligence in the course
The use of artificial intelligence at the university is subject to the Artificial Intelligence and Plagiarism Policy of the Moholy-Nagy University of Arts.

Materials needed for the course	**Who provides the materials?**
Material requirement 1	Tech Park / Programme / Student / Other
Material requirement 2	Tech Park / Programme / Student / Other

Other information, comments
This course, and the activities carried out during it, fall under the scope of Section 6 (1) of the University's Intellectual Property Management Regulations, effective September 1, 2021. Accordingly, participating students will enter into an agreement with the University in line with Section 6 (3) of the Regulations, including the transfer of economic and usage rights of intellectual creations produced during the course to the University under the terms specified in the contract. Furthermore, the student is obligated to maintain full confidentiality regarding the entire course—especially concerning the subject of the course, the activities, the works, creations, and other results, as well as the circumstances of their creation—and may not disclose, publish, or make any information public, except as otherwise specified in a signed written agreement necessary for completing the course. Acceptance of these conditions is a prerequisite for enrolling in the course. By selecting the 'Course Registration' option, the student acknowledges awareness of these conditions and agrees to participate in the conclusion of the relevant agreement.