

Name	Imagining Tomorrow international study trip
Codes	M-SZ-E-301-FS-252602-19 / B-SZ-401-FS-252602-19
Host	Future School
Location	<u>Classroom</u> /Studio or workshop/ <u>External venue</u> / Online

Basic info						
Type	Credit	Contact hours	Student work	Course type	Semester	Unit
Gyakorlat	5	48	124	Elective	2026 spring	-

Recommendation
<p>The course is connected to the Imagining Tomorrow international study trip in Gent, Belgium. It will be held in English and open to dedicated BA students, majoring in architecture. The course is ideal for students to develop their international and interdisciplinary network as well as to gain international visibility and portfolio development as well, while working in mixed teams with other designer students from India, Finland, Estonia etc. During the course, students will gain proficiency in practice based social design, interdisciplinary teamwork, user-centered design, mixed research methodologies, field and client-oriented work.</p>

Short description
<p>During the Imagining Tomorrow international study trip approximately 100 students will work together in small international and interdisciplinary teams to explore the diverse dimensions and opportunities of cooperative design through focusing on the challenges of a dedicated partner client. Students will work from situating the topic in the context of architecture and human sciences, through articulating different design challenges until developing concepts of possible solutions. With socially engaged design at the focus students will investigate the special contexts and challenges of local civil and municipal institutions and organisations. Final presentations will happen in both Gent and in Budapest at MOME</p>

Teachers			
Name	Contact information	Short BIO	Open hours
Hosszu Erzsébet	+36 30 466 3846 hosszu@mome.hu	Bözse Hosszu is an architect, educator, and researcher at the Society and Action Lab, where she leads interdisciplinary projects involving socially sensitive, vulnerable groups, with a particular focus on examining the relationship between people and their environment and exploring the potential for	Egyedi jelentkezés alapján.

		its development. As an educator, she teaches courses in KFI and design methodology. Beyond the academic setting, she has been working with refugees and disadvantaged young people for over ten years as co-founder of Open Doors Hungary.	
Cseh András			Egyedi jelentkezés alapján.

Course scheduling			
Course format		Class appointments	
KASK & Conservatorium / School of Arts Gent, Belgium, + external venue		2026.01.21-30 (Wed-Friday) 9:00-16:30	
Details of each session's type and schedule, showing the teacher's role			
Day	Date	Educational content	Studio/workshop
1	2026.01.21	Introduction Team building Meeting with clients	
2	2026.01.22	Sensorial mapping Field study Mindemapping	
3	2026.01.23	Design thinking Analysis Design challenge	
4	2026.01.26	Conceptualising	
5	2026.01.27	First pitches for clients Debriefing	
6	2026.01.28	Conceptualising	
7	2026.01.29	Finalisation and documentation	
8	2026.01.30	Final presentations	

Course completion requirements, prerequisites, and evaluation				
Students' duties				
Requirements, assignments	Form of evaluation	Evaluation criteria	Deadline	% in evaluation
Active participation in class (discussions, conversations, games)	Attendance sheet	Maximum 3 absences	Febr 13	20%
Proactive participation in group work	Attendance sheet	Maximum 3 absences	Febr 13	20%
Development of a group concept	Research diary	1. Active participation: 20%	Febr 13	30%

		2. Progress: 30%		
		3. Quantity: 30%		
		Quality: 20%		
Preparation and delivery of final presentation	presentation	presentation	Febr 13	30%
General requirements				
e.g. eligibility criteria for the exam, free-form description				

Course materials and literature	
Mandatory literature	
<p>Amatullo, M., Boyer, B., May, J., & Shea, A. (Eds.). (2021). Design for Social Innovation: Case Studies from Around the World (1st ed.). Routledge. https://doi.org/10.4324/9781003021360</p> <p>Costanza-Chock, Sasha (2020) Design Justice- Community-Led Practices to Build the Worlds We Need, MIT Press.</p> <p>NESTA (2014). Development, impact & you: DIY toolkit: practical tools to trigger and support social innovation. Available at: https://diytoolkit.org/media/DIY-Toolkit-Full-Download-A4-Size.pdf</p> <p>Noel, Lesley-Ann (2023) Design Social Change, Take Action, Work Toward Equity, and Challenge the Status Quo- A Stanford D.school Guide. Ten Speed Press. ISBN: 9781984858146</p> <p>Papanek, Victor (1985). Design for the Real World: Human Ecology and Social Change (pp. 3-4). Chicago, IL: Academy Chicago Publishers.</p> <p>Resnick, Elizabeth (2019) The Social Design Reader. Bloomsbury Publishing. ISBN: 9781350026063</p> <p>Thorpe, A., & Gamman, L. (2011). Design with society: Why socially responsive design is good enough. CoDesign 7(3-4), pp. 217-230. https://doi.org/10.1163/157181809X458049</p>	
Course notes and presentations	
Recommended literature	

Learning outcomes	
Knowledge	<ul style="list-style-type: none"> - students will acquire critical analytical and synthetic thinking skills - students will initiate new projects and support interdisciplinary work in order to solve problems in the most complex way possible
Skills	<ul style="list-style-type: none"> - students will be able to approach new challenges with a thoroughness befitting researchers, - students will be able to competently represent their own field of expertise in an interdisciplinary team, - students will be able to identify and formulate the guiding principle of a design challenge,
Attitude	<ul style="list-style-type: none"> - students will not shy away from conflicts and conflicting ideas that arise during teamwork: they will see them not as problems but as opportunities,

	<ul style="list-style-type: none"> - students will be sensitive to social inequalities and see their professional role in alleviating them
Autonomy and Responsibility	<ul style="list-style-type: none"> - students will develop their empathy skills: they will become responsible professionals who consider the interests of users from different social backgrounds, understand the complexity of problems, and propose solutions

Exemption
<p>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</p>

Curricular connections		
Unit	Parallel courses	Course proportion in unit
-	-	-
Course prerequisites	Is it available as an elective?	Course prerequisites
-	-	-

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?

Other information, comments
Free-form description or can be left empty