Name	**Future Classroom**
Codes	M-KH-E-201-FS-252602-15, M-KH-201-FS-252602-15, B-KH-201-FS-252602-15
Host	Future School
Location	Classroom/Studio

Basic info						
Type	Credit	Contact hours	Student work	Course type	Semester	Unit
Gyakorlat, előadások	5	40	40	Course week	2025/26 spring	Future School

Recommendation
The course is intended for students from Design MA, Architecture MA, Interaction Design MA, Design Theory MA, Art and Design Management MA, and Media Design MA programmes, Design and Visual Arts Teacher MA, as well as BA 2nd and 3rd year students from Product Design BA and Architecture BA. As digitalisation, spatial flexibility, and changing pedagogies reshape the future of education, the ability to respond with thoughtful, design-led approaches becomes increasingly valuable. By turning educational insights into spatial and conceptual proposals, students gain future-oriented design skills applicable across creative fields.

Short description
This intensive course invites students to explore and reimagine the learning environment of the future through a design-driven approach. As educational paradigms shift, the spatial context of learning is also transforming—flexible furniture, digital tools, and smart systems are reshaping how space supports interaction, focus, and wellbeing. Working in interdisciplinary teams, participants engage in critical reflection, desktop research, spatial thinking, and rapid prototyping to develop visionary yet context-aware concepts for future classrooms. The course is delivered in collaboration with two international experts from the fields of education.

Teachers			
Name	Contact information	Short BIO	
Prof. Mi Yung Hong (KNUE)		She has recently led major higher education innovation projects for the Ministry of Education and participated in research on character education, life education, and teacher professional development in technology-driven school contexts. Her work spans elementary, middle, and high school education. She is particularly interested in exploring the essential question of what future education—and the future classroom—should be like.	
Dr. Fenyvesi Kristóf (JYU)		He is a Senior Researcher at the Finnish Institute for Educational Research, University of Jyväskylä, specializing in STEAM education. Her work focuses on interdisciplinary learning environments that integrate technology, creativity, and sustainability. She brings	

		expertise in bridging scientific and artistic approaches to foster innovative educational experiences.	
Prof. Püspök Balázs (MOME)	bpuspok@mome.hu	He completed his studies in product and lighting design, earning MAs from MOME and Wismar University of Applied Sciences. His professional work focuses on lighting and industrial design, alongside more than 18 years of teaching experience at MOME and international guest teaching engagements. He has led research and development projects in smart furniture systems, combining furniture design, ergonomics, material technology, IoT, and UX design.	

Course scheduling			
Course format			Daily class appointments ont he Course Week
Group and individual consultations according to a pre-announced schedule			9-13 February 2026 We work in a studio style, full attendance is required.
Details of each session's type and schedule, showing the teacher's role			
Day	Date	Weekly educational content	Studio/workshop
1	9.02.2026	**Project kick-off and course overview** Intro lectures - Framing the Future Classroom – key design principles, pedagogical insights, and research context - Introduction to Architectural Lighting Design – atmosphere, perception, and emotional impact - Team formation: creation of interdisciplinary teams (2-3-4 students) - Discussion	Studio
2, 3, 4	10.02.2026 11.02.2026 12.02.2026	**Research, Ideation, and Development** Desktop research and problem framing – Precedent analysis, mapping of spatial and educational needs – Identification of key values, challenges, and future scenarios Concept development and prototyping – Speculative ideation and scenario-building – Rapid prototyping: spatial sketches, lighting concepts, user flows – Integration of pedagogical, technological, and spatial aspects Consultations and peer feedback – Daily check-ins with mentors and guest experts	Studio
5	13.02.2026	**Finalization and Presentations** - Preparation of presentation materials	Studio

		- Team presentations of final concepts - Group reflection and closing discussion	

Course completion requirements, prerequisites, and evaluation				
Students' duties				
Requirements, assignments	Form of evaluation	Evaluation criteria	Deadline	% in evaluation
Evaluation criteria				
Team presentation of the final concept Quality of the design concept (clarity, relevance, future orientation) Integration of research and conceptual thinking Collaboration and contribution within the team				

Course materials and literature
Mandatory literature
Course notes and presentations
Recommended literature

Learning outcomes	
Knowledge	Students gain an understanding of how spatial, technological, and pedagogical elements interact in the design of future learning environments. They will be familiar with key educational concepts, contemporary classroom case studies, and speculative design as a methodological framework.
Skills	Students develop skills in visual concept development, spatial sketching, rapid prototyping, and collaborative design. They learn to critically reflect on educational contexts and translate abstract insights into spatial strategies and design interventions.
Attitude	Students adopt an open and exploratory mindset toward future-oriented thinking, and demonstrate sensitivity to psychological, social, and environmental aspects of learning spaces. They show curiosity, flexibility, and a willingness to engage in iterative processes and interdisciplinary dialogue.
Autonomy and Responsibility	Students take responsibility for shaping and articulating their design proposals in response to complex, real-world challenges. They demonstrate the ability to work as part of a team and contribute to a constructive and reflective group dynamic.

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

Curricular connections		
Unit	Parallel courses	Course proportion in unit
Course prerequisites	Is it available as an elective?	Course prerequisites
	Yes/No	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?**
Sketching and Ideation tools, laptop, digital design software	Student

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