



มหาวิทยาลัยรังสิต

Course Description**School/Faculty/Department:** International College **Program:** International Program**Program:** General Education **Academic Year:** 2025**1. General Information**

| | | |
|-------------------------|--|--|
| IRS 135 | Happy Life and Society Design | 3 (2-2-5) |
| Co-requisite course(s) | - | |
| Pre-requisite course(s) | - | |
| Semester | S/2025 | |
| Section | 900 | |
| Curriculum | <input type="checkbox"/> Preparatory Courses <input checked="" type="checkbox"/> General Education Courses <input type="checkbox"/> Specialized Core Courses <input type="checkbox"/> Free Elective Courses | |
| Responsible faculty | Prinda Setabundhu | <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Guest |
| Instructors | Prinda Setabundhu | <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Guest |
| Place of study | | <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Off-site |
| Date of preparation | April 2025 | |

2. Course Objectives and Components**1. Learning objectives**

- 1) Develop understanding of fundamental definitions of happiness and types of happiness.
- 2) Develop strategies of applying knowledge to students' life.

2. Course description

Happiness definition, types of happiness, design thinking, future thinking, happy life design, happy society design, happy policy design.

3. Number of weekly hours for advising and academic counseling for individual students

3 hours/week

- ☒ e-mail: prindaset@gmail.com
☐ Facebook:
☐ LINE:
☐ Other:

4. Course Learning Outcomes (CLOs):

- 1) Students will acquire knowledge of various types of happiness.
- 2) Students will be able to apply the knowledge to their everyday life.

3. Student Learning Outcomes

Development of subject learning outcomes following the desired learning standards for each domain is as follows:

1. Knowledge

| PLOs | Course Learning Outcomes (CLOs) | Teaching methods | Assessment methods |
|------|--|--|--|
| 1 | Have knowledge and understanding of the principles of happiness in life. | <ul style="list-style-type: none"> Lecture and case studies from practical situations. Individual and group assignments. | <ul style="list-style-type: none"> Evaluate case study analysis. Evaluate individual and group assignment. |

2. Skills

| PLOs | Course Learning Outcomes (CLOs) | Teaching methods | Assessment methods |
|------|---|---|---|
| 2 | Utilize theoretical knowledge to everyday life. | <ul style="list-style-type: none"> Case studies from practical situations. group discussions. | <ul style="list-style-type: none"> Evaluate and grade based on the assigned tasks. |

3. Ethics

| PLOs | Course Learning Outcomes (CLOs) | Teaching methods | Assessment methods |
|------|--|---|--|
| 3 | Have orderliness, discipline, punctuality, and responsibility towards oneself and society. | <ul style="list-style-type: none"> Integrate content on discipline, punctuality, and responsibility towards oneself and society. | <ul style="list-style-type: none"> Observe students' punctuality and class participation. |

4. Characteristics

| PLOs | Course Learning Outcomes (CLOs) | Teaching methods | Assessment methods |
|------|---|--|---|
| 5 | Take responsibility for assigned tasks. | <ul style="list-style-type: none"> Assign tasks with specified deadlines. | <ul style="list-style-type: none"> Observe behavior and submission of work. Evaluate and grade based on the assigned tasks. |

4. Course Planning and Assessment**1. Course planning**

| Week | Topics/Details | Learning Activities/ Media | Hours | Instructor |
|------|---|----------------------------|-------|-------------------|
| 1 | Introduction | Lecture, brainstorming | 3 | Prinda Setabundhu |
| 1 | What is happiness? | Presentation / discussion | 3 | Prinda Setabundhu |
| 2 | The 10 keys to Happier Living | Presentation / critique | 3 | Prinda Setabundhu |
| 2 | Good actions create happiness | Presentation / discussion | 3 | Prinda Setabundhu |
| 3 | What makes a good life? | Presentation / discussion | 3 | Prinda Setabundhu |
| 3 | The brain changing benefits of exercise | Presentation / critique | 3 | Prinda Setabundhu |
| 4 | Mediation | Presentation / discussion | 3 | Prinda Setabundhu |

| Week | Topics/Details | Learning Activities/ Media | Hours | Instructor |
|-------|-------------------------------|-------------------------------|-------|-------------------|
| 4 | Stress | Presentation / discussion | 3 | Prinda Setabundhu |
| 5 | Caring and Sharing | Presentation / discussion | 3 | Prinda Setabundhu |
| 5 | Expectation Gap | Presentation / critique | 3 | Prinda Setabundhu |
| 6 | Student Presentation 1 | Presentation / critique | 3 | Prinda Setabundhu |
| 6 | Student Presentation 2 | Presentation / critique | 3 | Prinda Setabundhu |
| 7 | Student Presentation 3 | Presentation / critique | 3 | Prinda Setabundhu |
| 7 | Student Presentation 4 | Presentation / critique | 3 | Prinda Setabundhu |
| 8 | Project submission and review | Critique | 3 | Prinda Setabundhu |
| Total | | | 45 | |

2. Assessment

| Activity | Learning Outcome | Assessment Weight | Assessment Week |
|------------------------|------------------|-------------------|-----------------|
| Individual assignments | 1.1, 2.1 | 25% | 1-5 |
| Group project | 1.1, 2.1, 4.1 | 50% | 8 |
| Group activities | 1.1, 2.1, 4.1 | 15% | 1-5 |
| Attendance | 3.1 | 10% | 1-8 |

3. The alignment of Course Learning Outcomes (CLOs) with learning results.

(For courses that use the standard curriculum criteria of B.E. 2565 only.)

| CLOs | 1. Knowledge | | 2. Skills | | 3. Ethics | | 4. Characteristics | |
|--|--------------|-----|-----------|-----|-----------|-----|--------------------|-----|
| | 1.1 | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 | 4.1 | 4.2 |
| CLO 1 Students will acquire knowledge of various types of happiness. | ✓ | | ✓ | | | | ✓ | |
| CLO 2 Students will be able to apply the knowledge to their everyday life. | ✓ | | ✓ | | ✓ | | | |

5. Course Resources

1. Main textbooks and documents

Gilbert, Daniel. *Stumbling on Happiness: Think You Know What Makes You Happy?* New York: Alfred A. Knopf, 2006.

2. Essential documents and information

-

3. Recommended documents and information

David, Susan. Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life.
New York: Avery, 2016

6. Course Feedback and Improvement

1. Course evaluation by students

- ☒ Student evaluation of teaching effectiveness
- ☒ Course evaluation form
- ☒ Group discussions between instructors and learners
- ☐ Reflections based on learners' behavior
- ☐ Suggestions through online channels prepared by the instructor for communication with students
- ☐ Others (please specify)

2. Other methods of course evaluation

- ☒ Instructor evaluation form
- ☒ Reflections by students
- ☐ Exam results
- ☐ Review of the assessment of learning outcomes
- ☐ Evaluation by the academic standards oversight committee
- ☐ Observation of teaching by the teaching team members
- ☐ Others (please specify)

3. Course development and improvement

- ☒ Seminar on teaching management
- ☒ Research inside and outside the classroom
- ☒ Others (please specify) Class observation, KM

4. The process of reviewing students' learning outcomes for a course.

- ☐ Committees are established in the department to review students' learning outcomes by examining exam reports, grading methods, and behavioral assessments.
- ☒ Review of grading for student work by the department and faculty committee.
- ☐ Review of grading based on random inspections of student work by instructors or other qualified individuals who are not regular course instructors.
- ☐ Others (please specify)

5. Course revision and development plan

- ☒ Revise the course annually based on suggestions and the review results per section 4.
- ☒ Revise the course annually based on the instructor evaluation results by students.
- ☐ Others (please specify)