

COURSE SYLLABUS

Course Code	96642143	Course Title	Designing Your Life				
Total Credits	3 (3-0-6)	Semester / Year of Study	1/2026	Section		Date- Time	
Course Description (English)	Learn and practice designing your own life in other contexts, applying and adding social, living, financial, working, interpersonal skills to live happily based on sufficiency economy philosophy.						
Course Coordinator							
Course Instructors	Digit Wannissorn						
Teaching Assistant (if any)							
Counselling Schedule	Students can schedule appointments via email: digit.wa@kmitl.ac.th			Teaching Language	☐ Thai ☒ English ☐ Others, please specify.....		
Website or Online Teaching Method (if any)							
Course Learning Outcomes							
By the end of this course, the student will be able to CLO-1. Identify and articulate personal values and strengths, reflecting on personal identity and using it to guide life decisions. CLO-2. Integrate educational and career planning strategies to develop alternative life pathways and design a successful post-KMITL life. CLO-3. Practice the skills of self-management and wayfinding to chart a personal life and career path. CLO-4. Reframe setbacks and failures as opportunities for growth and learning. CLO-5. Identify personal mental health challenges and develop a personal action plan for maintaining well-being. CLO-6. Evaluate opportunities and challenges in entrepreneurial endeavors. CLO-7. Develop a comprehensive “Design Your Life Portfolio” that synthesizes key course concepts and applies them to personal and professional goals. CLO-8. Uncover the importance of skill development throughout their well-designed lives and the need to continue lifelong learning							

General Education Learning Outcome: GE-LO	
GE-LO	Value
☒ GE-LO-1 Analytical and Critical Thinking	2
☒ GE-LO-2 Complex Problem Solving	2
☒ GE-LO-3 Creativity	2
☒ GE-LO-4 Interpersonal Skills	1
☒ GE-LO-5 Integrity and Perseverance	3
☐ GE-LO-6 Active Learning and Learning Strategies	
☒ GE-LO-7 Resilience, Stress Tolerance and Flexibility	3
☐ GE-LO-8 Leadership and Social Influence	
☐ GE-LO-9 Communication	
☒ GE-LO-10 Entrepreneurship and Startup	2
☐ GE-LO-11 Digital Quotient Literacy and Digital Media Production	
Total Value	<u>15</u>

Teaching Plan and Evaluation Plan

Week	Topic/Sub-topic	Activities	Notes
1	Designing Your Life: Class Overview & Your Personal Why	Lecture and activities	
2	Mental Health & Well-being: Thriving in Today's World	Lecture and activities	
3	The Science of Happiness: What Really Matters?	Lecture and activities	
4	Success & Growth Mindset: Turning Challenges into Opportunities	Lecture and activities	
5	Who Am I? Exploring Your Identity & Values Finding Purpose: Living for What Matters Most	Lecture and activities	Self-reflective Assignment
6	Introduction to Design Thinking: A Creative Mindset for Life	Lecture and activities	
7	Prototyping Your Life: Applying Design Thinking to Your Future	Lecture and activities	Self-reflective Assignment
8	Exploring Career Pathways: Designing Work You Love	Lecture and activities	
9	Entrepreneurship & Side Hustles for Gen Z: Making Your Own Path	Lecture and activities	
10	Money Mindset & Financial Literacy: Thriving with Your Finances	Lecture and activities	Self-reflective Assignment
11	Power, Negotiation, & Persuasion: Navigating the Real World	Lecture and activities	
12	Science of Behavior Change	Lecture and activities	Self-reflective Assignment
13	Putting It All Together: Your Life Design Portfolio	Lecture and activities	
14	Final Reflections & Sharing: Lessons from Our Journey	Lecture and activities	
15	Final Reflections & Sharing: Lessons from Our Journey	Lecture and activities	Final Reflection Essay

Evaluation Plan

Assessment Activities	Value	Score	Week of Evaluation	Notes
Attendance and Short Quizzes	1	4	Entire semester	Students are strongly encouraged to attend all classes. This course is about your life, your growth, and your future. If you need to miss a class for any reason, I encourage you to communicate with me in advance whenever possible.
Class Participation	1	4	Entire semester	Students are required to participate in daily class activities and Kahoot. Class participation is crucial in order to truly work with the material that is covered in the class. This class is part lecture and part experiential learning/workshop format.
Self-reflective Assignments	6	24	Weeks 5,7,10,12,	Individual, self-reflective writing assignments will be assigned 4 times throughout the semester. These assignments are an integral part of the course and designed to help you explore the content of the course in the context of your own plans, objectives, values, and experiences.
Final Reflection Essay	7	28	Week 15	The final assignment is a paper that integrates the material from the course into a cohesive whole. More will be said about this project as the semester moves forward; at this point, it suffices to say that it is a 4-page paper that applies the material from the course in a way that makes it make sense to the student.
Total	15	60		

Evaluation criteria

☒ Group-based								
☐ Standard-based								
Grade	A	B+	B	C+	C	D+	D	F
Score (60 points)	57-60	49-56.9	41-48.9	34-40.9	27-33.9	21-26.9	15-20.9	0-14.9
☐ Satisfactory/Unsatisfactory (S/U)								
Grade	S				U			
Score (60 points)	30-60				0-29.9			

Scoring criteria according to Assessment Plan

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Attendance and Short Quizzes	GE-LO-5	1	Consistent attendance (14-15 times on time) The student shows commitment to works or assigned duties to the best of one's own abilities and consistently follow up on the progress of works or assigned duties.	Regular attendance (12-13 times on time) The student shows commitment to works or assigned duties to the best of one's own abilities; but inconsistently in the following up on the progress.	Adequate attendance (9-11 times on time) The student shows lack of commitment to works or assigned duties and inconsistently in the following up on the progress.	Poor attendance (less than 9 times on time) The student cannot demonstrate abilities according to the rubric level 1-3.
Class Participation	GE-LO-4	1	Students must demonstrate active engagement in at least one of the following ways throughout the semester: Rank among the top 3 scorers in a Kahoot activity, OR Regularly sit in the front rows and show active attention and engagement in class, OR Share ideas, opinions, reflections, or questions with the class at least once during the semester. Active participation (quality over quantity) signifies a student's strong engagement in class discussions, asking insightful questions, and contributing meaningfully to group activities.	Participated in daily class activities and Kahoot 14-15 times. Regular participation demonstrates a student's willingness to participate in class discussions and activities. The student can cooperate with others, interact socially; but lack respect to others.	Participated in daily class activities and Kahoot 12-13 times Occasional participation suggests a minimal level of engagement in class discussions and activities. The student can cooperate with others; but lack social interaction and respect to others.	Participated in daily class activities and Kahoot less than 13 times Limited participation indicates a lack of engagement in class discussions and activities. The student cannot demonstrate abilities according to the rubric level 1-3.
Self-reflective Assignments	GE-LO-1	1	The student must analyze their own thoughts, decisions, behaviors, and life situations deeply and logically.	The student can determine the characteristics, importances, or elements of content, events, or stories; and identify and explain	The student can determine the characteristics, importances, or elements of content, events, or	The student cannot demonstrate analytical and critical thinking abilities

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			The students can explain the reasons behind their beliefs, goals, and choices instead of giving surface-level answers. The student can support reflections with specific, realistic, and relevant examples from their own lives. The student can determine the characteristics, importances, or elements of content, events, or stories; identify and explain principles supporting the connection of contents, events, or stories; and clearly analyze, interpret, evaluate, and draw conclusions from supported data.	principles supporting the connection of contents, events, or stories; but cannot clearly analyze, interpret, evaluate, and draw conclusions from supported data.	stories; and explain the connection of contents, events, or stories; but neither the supporting concepts, and theories are unreasonable or lack credibility; nor can clearly analyze, interpret, evaluate, and draw conclusions from supported data.	according to the rubric level 1-3.
	GE-LO-2	1	The student must identify root causes instead of only focusing on surface-level symptoms, consider multiple possible solutions, pathways, or strategies rather than thinking in “all-or-nothing” ways, and evaluate trade-offs, risks, limitations, and consequences realistically. The student can clearly identify ongoing situations and plan, prioritize, and manage operations structurally with new, different, and flexible methods.	The student can clearly identify ongoing situations and plan, prioritize, and manage operations structurally without new, different, or flexible methods.	The student can clearly identify ongoing situations but cannot manage operations structurally.	The student cannot demonstrate complex problem-solving abilities according to the rubric level 1-3.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
	GE-LO-3	1	The student can explore multiple possibilities, life paths, or solutions instead of thinking narrowly. The student can think of new and different things or adapt and apply new ideas which may have never been thought of before.	The student can think of new and different things; but cannot adapt or apply new ideas.	The student can think of new idea; but the idea is not different from the idea which has been thought of before.	The student cannot demonstrate abilities according to the rubric level 1-3.
	GE-LO-5	1	Submitting assignments on time. Answering all the questions thoughtfully and following all the instructions carefully. The AI detection score from Turnitin does not exceed 70%. The student shows commitment to works or assigned duties to the best of one's own abilities and consistently follow up on the progress of works or assigned duties.	Submitting assignments on time. Answering all the questions thoughtfully and following all the instructions carefully. The AI detection score from Turnitin does not exceed 70%. The student shows lack of commitment to works or assigned duties and inconsistently in the following up on the progress.	Late submissions or not following some of the instructions. The student shows lack of commitment to works or assigned duties and inconsistently in the following up on the progress.	Late submission / Blank paper / Plagiarism The student cannot demonstrate abilities according to the rubric level 1-3.
	GE-LO-7	1	The student can apply the concepts from the class, can show detailed applications of the concepts and give personal and real-life examples. The students can show he or she fully understand the concepts and applications from the class. The student can honestly look at problems or obstacles, compare events with surrounding circumstances, analyze cause-and-effect, think and rethink of solutions,	The student can honestly look at problems or obstacles, compare events with surrounding circumstances, analyze cause-and-effect, think and rethink of solutions, and realize one's own strengths; but cannot utilize self-strength to match the situations.	The student can honestly look at problems or obstacles, compare events with surrounding circumstances; but cannot analyze cause-and-effect, think of solutions, or realize one's own strengths.	The student cannot demonstrate resilience, stress tolerance & flexibility abilities according to the rubric level 1-3.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			realize one's own strengths, and utilize self-strength to match the situations.			
	GE-LO-10	1	The student can apply the concepts from the class, can show detailed applications of the concepts and give personal and real-life examples. The students can show he or she fully understand the concepts and applications from the class. The student can apply knowledge to create innovations, analyze risks of the business, set business goals, prepare contingency plans, and analyze returns of investments with moral and ethical considerations.	The student can apply knowledge to create innovations, analyze risks of the business, set business goals, and prepare contingency plans; but cannot analyze returns of investments with moral and ethical considerations.	The student can apply knowledge to create innovations; but cannot analyze risks of the business, set business goals, or prepare contingency plans.	The student cannot demonstrate entrepreneurship and investment abilities according to the rubric level 1-3.
Final Reflection Essay	GE-LO-1	1	The students can explain the reasons behind their beliefs, goals, and choices instead of giving surface-level answers. The student can support reflections with specific, realistic, and relevant examples from their own lives. The student can determine the characteristics, importances, or elements of content, events, or stories; identify and explain principles supporting the connection of contents, events, or stories; and clearly analyze, interpret, evaluate, and draw conclusions from supported data.	The student can determine the characteristics, importances, or elements of content, events, or stories; and identify and explain principles supporting the connection of contents, events, or stories; but cannot clearly analyze, interpret, evaluate, and draw conclusions from supported data.	The student can determine the characteristics, importances, or elements of content, events, or stories; and explain the connection of contents, events, or stories; but neither the supporting concepts, and theories are unreasonable or lack credibility; nor can clearly analyze, interpret, evaluate, and draw conclusions from supported data.	The student cannot demonstrate analytical and critical thinking abilities according to the rubric level 1-3.

Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
	GE-LO-2	1	The student must identify root causes instead of only focusing on surface-level symptoms, consider multiple possible solutions, pathways, or strategies rather than thinking in “all-or-nothing” ways, and evaluate trade-offs, risks, limitations, and consequences realistically. The student can clearly identify ongoing situations and plan, prioritize, and manage operations structurally with new, different, and flexible methods.	The student can clearly identify ongoing situations and plan, prioritize, and manage operations structurally without new, different, or flexible methods.	The student can clearly identify ongoing situations but cannot manage operations structurally.	The student cannot demonstrate complex problem-solving abilities according to the rubric level 1-3.
	GE-LO-3	1	The student can explore multiple possibilities, life paths, or solutions instead of thinking narrowly. The student can think of new and different things or adapt and apply new ideas which may have never been thought of before.	The student can think of new and different things; but cannot adapt or apply new ideas.	The student can think of new idea; but the idea is not different from the idea which has been thought of before.	The student cannot demonstrate abilities according to the rubric level 1-3.
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Assessment Activities	Learning Outcomes	Value	Level			
			4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
			consistently follow up on the progress of works or assigned duties.	inconsistently in the following up on the progress.		
	GE-LO-7	2	The student can apply the concepts from the class, can show detailed applications of the concepts and give personal and real-life examples. The students can show he or she fully understand the concepts and applications from the class. The student can honestly look at problems or obstacles, compare events with surrounding circumstances, analyze cause-and-effect, think and rethink of solutions, realize one's own strengths, and utilize self-strength to match the situations.	The student can honestly look at problems or obstacles, compare events with surrounding circumstances, analyze cause-and-effect, think and rethink of solutions, and realize one's own strengths; but cannot utilize self-strength to match the situations.	The student can honestly look at problems or obstacles, compare events with surrounding circumstances; but cannot analyze cause and-effect, think of solutions, or realize one's own strengths.	The student cannot demonstrate resilience, stress tolerance & flexibility abilities according to the rubric level 1-3.
	GE-LO-10	1	The student can apply the concepts from the class, can show detailed applications of the concepts and give personal and real-life examples. The students can show he or she fully understand the concepts and applications from the class. The student can apply knowledge to create innovations, analyze risks of the business, set business goals, prepare contingency plans, and analyze returns of investments with moral and ethical considerations.	The student can apply knowledge to create innovations, analyze risks of the business, set business goals, and prepare contingency plans; but cannot analyze returns of investments with moral and ethical considerations.	The student can apply knowledge to create innovations; but cannot analyze risks of the business, set business goals, or prepare contingency plans.	The student cannot demonstrate entrepreneurship and investment abilities according to the rubric level 1-3.