LEARNING MANAGEMENT GUIDELINES

Life Balance and Happiness

Course Code	2000015
Course Title	Life Balance and Happiness
Credits	3(3-0-6)
Course Instructors	Teaching team assigned to the course
Instructor Responsible for Sessions 1–3	Associate Professor Jessada Boonmahome

Course Description

Guideline for sustainable life and work skill development based on philosophy, religion, and psychology; emotion management using aesthetics in art, music, and performing arts for applying in happy living

Principles of Learning Management

Life Balance and Happiness is a general education course designed to strengthen students' capacity to understand themselves, care for their lives, and live constructively with others. The course views happiness as a quality of living associated with physical, psychological, social, and intellectual well-being. Happiness is therefore not limited to momentary pleasure or achievement in a single area; it also includes the ability to care for oneself, understand and manage emotions, cope with change, develop supportive relationships, and live in accordance with personally meaningful values.

Learning management in this course brings together perspectives from psychology, philosophy, religion, society, culture, and aesthetics and relates them to students' lived experiences. Particular attention is given to first-year university students, who must adjust to higher education, manage their time, care for their health, establish new relationships, use digital media responsibly, and assume greater responsibility for their own lives. Course content therefore provides a foundation for self-exploration, situational analysis, behavioural adjustment, and reflection on ways of living that are appropriate to each student's circumstances.

Learning about personal life and well-being must respect individual differences, personal dignity, and privacy. Students should not be required to disclose experiences beyond what they are willing to share. Assessment should consequently emphasise understanding, analysis, application, and the quality of reflection rather than the amount of private information disclosed.

Learning Objectives

1. To enable students to understand happiness, well-being, quality of life, and life balance in the physical, psychological, social, and intellectual dimensions.
2. To enable students to analyse biological, psychological, philosophical, religious, social, cultural, and environmental factors associated with happiness in daily life.
3. To enable students to understand and accept themselves realistically and to practise appropriate self-care, emotional awareness, decision-making, and adjustment to change.
4. To enable students to apply principles and skills related to personal well-being, supportive relationships, and sustainable living and working in daily life.
5. To enable students to recognise the value of Thai culture, local wisdom, community, and aesthetics in art, music, literature, and performing arts as resources for emotional and psychological care.
6. To enable students to assess their life balance, set goals, and design ways of living that are appropriate to their circumstances, abilities, and personal values.
7. To enable students to recognise the limits of self-care and to seek appropriate assistance, or support others in accessing assistance, when problems exceed their ability to manage them independently.

Overall Course Content

The course content is organised into six areas in accordance with the structure of the textbook Life Balance and Happiness: Happiness from Psychological Perspectives and the Power of Aesthetics.

1. Foundations of Life Balance and Happiness

Concepts, meanings, significance, historical development, characteristics, and components of life balance and happiness; relationships among well-being, quality of life, and life balance; relevant theories of happiness; and the characteristics and challenges of university student life.

2. Factors Related to Happiness in Daily Life

Biological and neuroscientific foundations; the roles of sleep, nutrition, and physical activity; philosophical and religious perspectives; positive psychology; and social factors, relationships, physical environments, and digital environments associated with happiness and life balance.

3. Self-Understanding and Caring for Life Balance and Happiness

Self-understanding and healthy self-love; self-esteem; self-compassion; self-care in daily life; emotional awareness; emotional healing and recovery; help-seeking; decision-making; adjustment; and the management of uncertainty in life.

4. Cultivating Happiness through Thai Ways of Life and Culture

Thai ways of life and values; Thai wisdom; traditional approaches to emotional care; Buddhism and emotional well-being; learning from community life; appreciation of cultural roots; and maintaining balance between traditional values and contemporary ways of living.

5. Aesthetics, Happiness, and Emotional Well-Being

Concepts and values of aesthetics; literature; language in songs; visual arts; music; dance; performing arts; films; television series; and fan culture, together with the use of aesthetic experiences for emotional awareness, self-reflection, emotional care, and the restoration of inner balance with mindfulness and discernment.

6. Designing One's Own Life of Balance and Happiness

Assessment of personal well-being and life balance; analysis of strengths and areas for development; goal setting and life planning; development of a balanced way of life; coping with imbalance; preparation of a learning portfolio; self-reflection; and access to appropriate assistance when problems exceed one's ability to manage them independently.

Content Assigned to the Instructor

Session 1 Foundations of Life Balance and Happiness

Essential Understanding

Life balance and happiness refer to both a state and an ongoing process through which individuals appropriately manage the relationships among different areas of life, including the physical, psychological, social, and intellectual dimensions. Balance does not mean allocating equal amounts of time to every area or living without problems. It refers to the ability to observe oneself, establish priorities, and adjust one's way of life in accordance with personal circumstances, responsibilities, and values.

This session provides a foundation for understanding the meaning and significance of life balance and happiness. Students examine the relationships among well-being, quality of life, and happiness and use psychological concepts and Buddhist perspectives as frameworks for considering their lives during the transition into higher education.

Content Scope

1. Concepts, meanings, and significance of life balance and happiness
2. Historical development of the concept of life balance and happiness
3. Characteristics and components of life balance and happiness
4. Physical, psychological, social, and intellectual dimensions of life balance
5. Meanings and components of well-being and quality of life
6. Relationships among well-being, quality of life, and life balance and happiness
7. Hedonic and eudaimonic perspectives on happiness
8. The PERMA model of well-being
9. Self-determination theory
10. Buddhist perspectives on happiness
11. Characteristics and challenges of first-year university life
12. Factors that support or hinder life balance and happiness among university students

Learning Focus

Students understand that life balance and happiness involve the ability to care for one's life appropriately rather than making every area equal. They should be able to consider the relationships among different dimensions of life and begin identifying areas of their own lives that are functioning appropriately or may require further attention.

Session 2 Factors Related to Happiness in Daily Life

Essential Understanding

Happiness and life balance are influenced by several interrelated factors, including bodily and brain functioning, sleep, nutrition, physical activity, ways of thinking, beliefs, values, motivation, relationships, and environmental conditions. Explaining happiness or personal difficulties through a single cause may therefore result in an incomplete understanding of the situation.

This session enables students to analyse the factors associated with happiness from multiple perspectives. It also helps them understand the limitations of blaming themselves or others without considering surrounding conditions and supports their selection of self-care approaches that are appropriate to the causes and contexts of actual life situations.

Content Scope

1. Meanings and significance of the biological foundations of happiness
2. Roles of the brain and neurotransmitters in emotions and behaviour
3. Relationships among sleep, nutrition, physical activity, and well-being
4. Meanings and significance of life philosophy and religious wisdom
5. Concepts of a good life, moderation, mindfulness, compassion, and personal responsibility
6. Fundamental concepts of positive psychology
7. Positive emotions, character strengths, hope, meaning, and inner growth
8. Application of positive psychology to university student life
9. Quality of relationships, family, friends, community, and social capital
10. Physical environments and well-being
11. Digital media use, social comparison, and life balance

Learning Focus

Students should be able to analyse situations involving happiness and imbalance by considering several factors together. They should distinguish between factors they can adjust independently and those that require support from others, and they should select practical approaches to caring for their lives within their actual circumstances.

Session 3 Self-Understanding and Caring for Life Balance and Happiness

Essential Understanding

Caring for life balance and happiness begins with realistic self-understanding, including awareness of one's abilities, limitations, needs, emotions, thoughts, values, and goals. Healthy self-love does not mean self-indulgence or avoidance of responsibility. It involves self-acceptance,

attention to essential needs, and personal development without relying primarily on self-criticism or comparison with others as sources of motivation.

This session is intended to develop students' ability to observe and understand their emotions, care for and restore their emotional well-being, make mindful decisions, adjust to change, and seek assistance when situations exceed their ability to cope independently.

Content Scope

1. Meanings and significance of self-understanding and healthy self-love
2. Self-esteem and self-compassion
3. Differences between healthy self-love and self-indulgence
4. Self-care in the physical, psychological, social, academic and role-responsibility, and intellectual dimensions
5. Meanings and significance of emotional awareness
6. Nature and functions of emotions
7. Stress and indicators of a loss of balance
8. Approaches to self-care, emotional healing, and recovery
9. Limits of self-care and help-seeking when emotional difficulties become overwhelming
10. Principles of mindful decision-making
11. Adjustment to changes in university student life
12. Appropriate management of uncertainty

Learning Focus

Students should be able to consider themselves without making premature judgements, select self-care strategies that correspond to their problems and circumstances, distinguish between matters they can manage independently and those for which assistance should be sought, and understand that help-seeking is a responsible act of self-care rather than a sign of weakness.

Learning Management Approaches

1. Lectures that establish essential knowledge while incorporating questions and exchanges of ideas.
2. Discussion and analysis of cases associated with the experiences of first-year university students.
3. Self-exploration and self-assessment through appropriate questions, surveys, or instruments without using assessment results to label or diagnose students.
4. Reflection on personal experience and experimentation with behavioural adjustments in daily life.
5. Individual and group inquiry, together with reasoned presentation of findings.
6. Learning through art, music, literature, films, performing arts, and contemporary media with critical awareness.
7. Creation of a learning environment that respects differences, protects privacy, and allows students to participate voluntarily.

These approaches retain the characteristics of course-level learning management guidelines and do not prescribe detailed stages or sequences of activities for individual sessions.

Learning Media and Resources

1. The textbook Life Balance and Happiness: Happiness from Psychological Perspectives and the Power of Aesthetics
2. Supplementary learning materials and presentation media
3. Case studies and situations associated with university student life
4. Self-assessment instruments, worksheets, and reflective learning records
5. Art, music, literature, films, and performing arts
6. Learning resources within the university, local communities, and nearby environments
7. Academic information sources and digital media that have been evaluated for credibility

Measurement and Evaluation

Measurement and evaluation should correspond to the objectives and characteristics of learning in the course and should cover the following areas.

1. Knowledge and understanding of the principal concepts, principles, and content of the course
2. Ability to analyse situations by applying knowledge from multiple dimensions
3. Ability to apply knowledge to self-care, relationship development, and daily life
4. Participation in learning exchanges, discussions, and collaborative work
5. Quality of assignments, reflective records, or learning portfolios demonstrating thinking processes, practical application, and personal improvement
6. Ability to assess personal life balance, set goals, and design realistic approaches to life development

Assessment of work involving personal experience should focus on the quality of thinking, analysis, and application. It should not be based on the severity of a student's problems or the amount of private information disclosed. The allocation of marks and responsibility for each assessment component should be jointly determined by the course teaching team before instruction begins.

Main Course Text

Boonmahome, J., Kachapong, N., & Dechadilok, S. (2026). **Life balance and happiness: Happiness from psychological perspectives and the power of aesthetics**. Pon Copy Service and Supply.