



Format to prepare the syllabus of courses for the international week

The purpose of this document is to complete the information for the preparation of the syllabus of courses for the international week in the empty boxes.

Please complete the following mandatory fields requested in each of the boxes below:

I. General Information

Complete the following general information:

Name of the course:

Risk and Crisis Management in A Global Context

Teacher's name:

Prof. Jingzheng Ren

II. Introduction

Describe briefly, simply and synthetically what the course consists of and its formative scope. To do so, indicate what the course offers or provides to the student, mentioning its practical and theoretical usefulness.

Reference example:

The Introduction to Engineering course provides a fundamental exploration of basic engineering principles and their application in various fields. Students will be introduced to essential engineering concepts, including methods of problem solving, design, analysis and optimization. The roles and responsibilities of engineers in today's society as well as the various branches of engineering and their practical applications will be examined. In addition, the ethical, environmental and social challenges facing engineering in the 21st century will be highlighted. This course will provide students with a solid foundation for exploring future careers in engineering and understanding its impact on the world around us.

Type the course introduction in the following box:

The *Risk and Crisis Management in a Global Context* course provides foundational knowledge and hands-on skills, concepts, methods and models to identify, assess, manage and mitigate risks/crisis in business and organizational contexts from international perspective and global scale. Students will be delivered both quantitative and qualitative skills necessary to strike a balance between risk and opportunity in tailoring risk mitigation for business and management. This course will include fundamentals of risks/crisis management, risk identification methods, risk assessment and quantification models, crisis management and communication, and quantitative risk models. In addition, cybersecurity and various emerging risks such as AI risks, climate change risks and infectious disease risks will also be discussed in this course. This course will help the students understand well of the importance of injecting a risk culture into the organization and of identifying critical factors for implementing an organization-wide risk and crisis management strategy in a global context.

III. Final Learning Achievement of the Course

The final learning achievement is a precise and assessable statement of what a student is expected to be able to do at the end of the course. They are essential for guiding the teaching process, assessing student progress, and verifying the acquisition and application of knowledge.

To develop the learning achievement of the course, consider the following elements to develop the final learning achievement of the course:

Time	Subject	Observable action / Output	Criteria
When?	Who?	What will he/she do?	How will he/she do it?
<i>At the end of the course</i>	<i>the student</i>	<i>support an improvement proposal for the problem identified in a business model.</i>	<i>through the relevant use of the concepts, methods, techniques and tools learned during the course.</i>

Reference example:

At the end of the course, the student will support an improvement proposal for the problems identified in a business model through the relevant use of the concepts, methods, techniques and tools learned in the course.

Write the final achievement of the course in the following box:

- (1) At the end of the course, the student will strike a balance between risk and opportunity in tailoring risk mitigation for business, management, operations and supply chain in a global context through the relevant use of quantitative and qualitative skills learned in the course.
- (2) At the end of the course, the student will evaluate the level of risk of real-life company examples and propose effective strategies for risk and crisis reduction, avoidance or mitigation through the identification of critical factors for implementing an organization-wide risk and crisis management strategy and the application of relevant risk and crisis management tools learned in the course.

IV. Learning Units

In this section **the final learning achievement of the course** is moved and the **thematic contents and the activities and evaluations that will be developed** are indicated.

Reference example of a learning unit:

Learning Unit 1: Business organization



Unit Learning Achievement:

Upon completion of learning unit 1, the student will describe the business organization considering the type, mission and vision of the business, as well as the type of organization.

Contents:

- Business Engineering Model and Information Engineering. Engineering model, its fundamental axes, processes, technology and projects.
- The enterprise as a production system; its parts and the relationship with its environment.
- Classification and types of enterprises: manufacturing production and service enterprises.

Activities and evaluations:

- Debate
- Presentations

Now, type the name of the course after "Learning Unit 1". Also, move the final learning achievement of the course under "Unit Learning Achievement", the contents to be worked on during the week as well as the activities and evaluations to be developed.

Learning unit 1: Risk and Crisis Management in A Global Context

Unit Learning Achievement:

Upon completion of learning unit 1, the student will be able to build qualitative and quantitative methods for analysis, design, and evaluation of business for mitigating risks from a global context, and develop effective strategies for helping the decision-makers to make informed decisions to reduce, avoid or mitigate the risks according to the knowledge learned during the course.

Contents:

- Background and overview of risk/crisis concepts
- Understanding the importance of risk and crisis management
- Decision tree for decision-making under risk
- The methods and tools for identifying the potential risks such as SWOT, PESTEL, BCOR and BCG matrix, etc.
- Using the quantitative tool such as decision under uncertainty to make inform decisions considering potential risks under a global context

• **Activities and evaluations:**

- Exam
- Quizzes
- Presentation
- Final report

V. Teaching Strategies

The teaching strategies respond to the characteristics of the subject and the teaching methodology used by the teacher.



Below are some teaching strategies that can be selected. Write an "x" in the box corresponding to the teaching strategies you use in your course. If any of these strategies do not fit your course, add the strategy at the end of the list and describe it:

Teaching strategy	Type an x
Interactive presentation: <i>It consists of the explanation and demonstration of contents by the teacher, with the intervention of the students, either through questions or presentations of work prepared by the students.</i>	x
Exercise and problem solving: <i>It consists of asking students to solve exercises and/or problems by using formulas or algorithms, applying procedures and interpreting the results.</i>	x
Case studies: <i>It consists of an in-depth analysis of a fact, problem or real or hypothetical event in order to interpret it, generate hypotheses, diagnose it and solve it.</i>	x
Group dynamics: <i>It consists of activities of a different nature conducted collaboratively between two or more students, whose purpose is to learn how the groups interact and thus facilitate experiential learning.</i>	x
Structured debates/discussions: <i>It consists of moderating a systematically organized discussion of divergent opinions between two or more students on a topic or problem.</i>	x
Role playing: <i>It consists of providing a real or simulated scenario in which students are required to assume fictitious or real roles with the intention that they can deploy all their abilities to resolve conflicts, as well as understand or experience a reality according to the role assumed.</i>	
Reflective dialogue: <i>It consists of the interaction of two participants who exchange ideas and opinions through a conversation with the purpose of reflecting critically and deeply on a specific topic. In this dynamic, students not only share their points of view, but are required to be open to listen and consider the other's perspective in order to build a more comprehensive understanding of the topics discussed.</i>	x
Collaborative learning: <i>It consists of providing instructions for students in small groups to exchange information and work on a task until all participants have developed an understanding of it (not necessarily the same) and have completed it.</i>	x
Peer learning: <i>It consists of promoting collaborative spaces between a pair of students who exchange their knowledge, information, experiences and problem solving, being guided by the teacher (for example: students exchange their solutions between pairs, on an activity or exercise, before the teacher presents it to everyone).</i>	
Active learning: <i>It consists of encouraging students' participation and continuous reflection through activities aimed at deepening knowledge through interaction with the content, which involves the analysis and synthesis of information.</i>	x
Inverted classroom: <i>It consists of establishing pre-class activities for the review of conceptual materials and information (e.g., through videos, infographics, readings and other didactic resources), which allows students to prepare for a practical and active classroom session through collaboration, discussion and problem solving.</i>	
Experiential learning: <i>It consists of developing conditions for students to experience real or simulated situations (for example: debates, national or international learning visits, immersive experiences, internships, among others) that allow them to feel or perform actions and share them with their peers to strengthen their learning.</i>	
Service learning: <i>It consists of preparing students to apply the contents and tools provided by the course to the real needs of the community in order to develop a sense of social responsibility and, thus, improve their environment.</i>	
Spaces for creation: <i>It consists of facilitating physical or virtual spaces for students to create projects or prototypes based on computer programs or physical tools (for example: game labs software, design software, innovation labs, 3D printers, laser cutters, among others).</i>	



Teaching strategy	Type an x
Design thinking: <i>It consists of the development of solutions or products focused on the needs of users, through strategies and tools (for example: empathy map, user journey, Canva, among others) that allow students to develop their empathy to understand the environment, generate ideas and solutions, as well as prototyping solutions or products that can be tested and adjusted to achieve user satisfaction.</i>	
Problem-based learning: <i>It consists of posing a complex real-world or hypothetical problem formulated by the teacher, with the intention that students (usually in groups) gather more information and analyze the problem in order to propose solutions.</i>	x
Research-based learning: <i>It consists of connecting teaching with research through the application of scientific concepts, theories and methods in order to generate new knowledge about a particular aspect of reality or the exploration of an unknown phenomenon in order to suggest theoretical or methodological guidelines for its approach.</i>	
Project-based learning: <i>It consists of the design and development of projects (generally in groups of students) with the purpose of having the student manage a set of planned, interrelated and coordinated activities to achieve an objective within a given time frame.</i>	x
Challenge-based learning: <i>It consists of providing a situation or general context in a social or physical environment so that students can collaboratively choose a challenge to be solved based on the learning of the contents offered by the course.</i>	
Gamification of learning: <i>It consists of developing a physical or virtual learning environment by applying the principles and elements of the game in order to encourage student motivation and participation.</i>	
Write other strategies not contemplated in the previous list that you need to detail:	

VI. Evaluation System

In this section, write the names of the evaluations to be used in the course in a manner consistent with the final learning achievement of the course, as well as the percentage of weighting that each type of evaluation will have in the final score, which should add up to 100%.

In order to evaluate learning, a series of activities and means are recognized that allow the collection of evidence of student performance throughout the course, for example: Group presentation, presentation, debate, dynamics, simulations, essays, final work, reports, reports, prototypes, designs, solving tasks, solving cases, program development, partial exam, final exam, graded assignments reading quizzes, self-evaluations, questionnaires, among others.

Reference example:

Considerations for evaluations

Attendance is essential for the evaluation activities to be graded.

Evaluation name	%	Comments
Exam	30	• The grade is individual.



		<ul style="list-style-type: none"> • Practical application of theoretical content and problem solving will be evaluated.
Quizzes	10	<ul style="list-style-type: none"> • The grade is individual. • Practical application of theoretical content and problem solving will be evaluated.
Presentation	30	<ul style="list-style-type: none"> • The presentation is group based, but the grade is individual. • Mastery of the topic, clarity of presentation, resolution of questions, substantiation of ideas and collaboration will be evaluated.
Final report	30	<ul style="list-style-type: none"> • The grade is a group based. • Practical application of theoretical content and problem solving will be evaluated.

Then write the considerations for the evaluations (optional), the name of the evaluations, the weighting percentage (%) and comments (optional):

Considerations for evaluations (optional)

Name of evaluation	%	Comments

VII. References

This section should indicate the sources and resources of information, indicating the required and recommended readings. It is necessary to consider that this material must be available to the students and must contemplate safe and reliable links that are unlikely to change domain, for example, DOI, handle, reliable websites, etc. Likewise, avoid considering class handouts, teacher's notes, evaluations, among other teacher's own work materials that are not referenced.

Reference example:

Mandatory: list the references that you consider mandatory for the course.

Recommended: list the references that you consider suggested for the course.

García, J., Rivera, L., Gonzalez-Ramirez, R., Leal, G. y Chong, M. (2018). *Best practices in manufacturing processes: experiences from Latin America*. Springer.



Then, write in the corresponding box the bibliographic references to be used in the course.

Mandatory: list the references that you consider mandatory for the course.

Haimes, Y, Y. 2011, Risk Modeling, Assessment, and Management, Wiley, New York.
Bastrom, N and Cirkovic, M, M. 2008, Global Catastrophic Risks, Oxford University Press, Oxford
Fraser, J and Simkins, B. 2009, Enterprise Risk Management: Today's Leading Research and Best Practices for Tomorrow's Executives, Wiley, New York

*Please note these cases may be replaced to include newer cases

Recommended: list the references that you consider suggested for the course

Snedaker, S. 2011, Business Continuity and Disaster Recovery Planning for IT Professionals, Butterworth-Heinemann



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