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Career Paper

The field of cybersecurity is expanding quickly, necessitating experts with a deep comprehension of society's effects and human behavior in addition to technological proficiency. This essay explores the work of cybersecurity educators and advocates for awareness, clarifying how these individuals use social science research and ideas in their everyday work. This work emphasizes the need to include social science in cybersecurity education by concluding the sources that are given.

Cybersecurity educators greatly influence the future generation of cybersecurity experts. Carley (2020) highlights the need to understand societal dynamics and human behavior to highlight the creation of social cybersecurity research. Jeong et al. (2019) provide insightful information about human factors in cybersecurity by highlighting the interaction between psychological elements and cybersecurity practices.

In education, it is critical to comprehend how people view and react to cyber threats. Teachers can use the tools that social science research gives them to understand human behavior and create lessons that appeal to various learners. The inclusion of underrepresented groups is an essential component of cybersecurity education. Meunier et al. (2021) emphasize how crucial it is to consider socio-psychological factors when analyzing cybersecurity events. When creating

awareness campaigns, educators need to consider cultural quirks and prejudices to make cybersecurity education inclusive and relevant for everybody.

Cybersecurity educators may develop programs that connect with the experiences of marginalized populations by implementing social science approaches. Fostering a more diverse and inclusive cybersecurity workforce requires bridging the technical expertise and social awareness gap. The failure of awareness campaigns is discussed by Carley (2020), which emphasizes the significance of having a complex understanding of human behavior. Principles of social science provide essential insights into cognitive biases and decision-making processes, especially those drawn from psychology. Cybersecurity educators use these ideas to create awareness campaigns that touch people emotionally and encourage a more substantial commitment to cybersecurity best practices.

Human-centric methods recognize that people are active participants whose actions are shaped by emotions, cultural origins, and social situations rather than just objects of knowledge to be learned. Adapting awareness campaigns to these human aspects helps to create cybersecurity procedures that are more robust and efficient.

Jeong et al. (2019) emphasize cybersecurity education's multidisciplinary aspect and stress the need for technical and social science professionals to work together. Cybersecurity experts know the importance of knowledge on risk perception, social effects, and human behavior. Multidisciplinary cooperation guarantees that educational programs remain flexible and successfully tackle new issues. Cybersecurity educators contribute to a comprehensive

knowledge of cybersecurity that goes beyond technical skills by promoting conversation across technological and social science fields.

In conclusion, social science is woven into cybersecurity education in a crucial way by cybersecurity educators and awareness advocates. These professionals employ social scientific research ideas to effectively serve the multifaceted demands of society, particularly those of excluded populations. Using social science design principles to create human-centered awareness initiatives improves educational outcomes and promotes a more inclusive and robust cybersecurity environment. The combination of technological know-how and social awareness is crucial in the dynamic world of cyberspace to develop a workforce capable of navigating the complicated terrain of online conduct.

References

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