



MAKING CYBERSECURITY EDUCATION FUN:

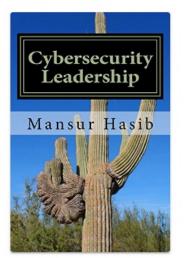
Gamification and Humor in a Flipped Classroom

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Program Chair, Cybersecurity Technology, The Graduate School 2018 Hall of Fame, Cyber Startup Observatory 2017 People's Choice Award in Cybersecurity

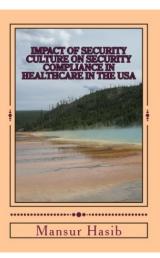
2017 Information Governance Expert of the Year

2017 (ISC)2 Americas ISLA Award for Cybersecurity Technology Degree Program at UMUC Book *Cybersecurity Leadership* Rated #1 Cybersecurity Audiobook of All Time















LET'S UNDERSTAND CYBERSECURITY FIRST

Confidentiality (Privacy), Integrity, Availability
People
Policy
Technology
Mission, Risk, Governance

People Powered Perpetual Innovation

UNIVERSITY OF MARYLAND University College

Best Cybersecurity Higher Education Program

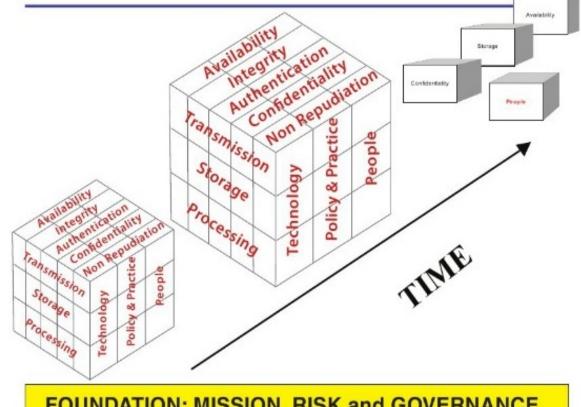


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THE DYNAMIC CYBERSECURITY MODEL

Note. Adapted from "A Model for Information Assurance: An Integrated Approach," by W. V. Maconachy, C. D. Schou, D. Ragsdale, and D. Welch, 2001, June. Paper presented at the 2001 IEEE Workshop on Information Assurance and Security, United States Military Academy, West Point, New York: New York and "Cybersecurity Leadership: Powering the Modern Organization," by M. Hasib, 2014

CYBERSECURITY MODEL - 2014



FOUNDATION: MISSION, RISK and GOVERNANCE





CYBERSECURITY DEFINITION DERIVED FROM MODEL

Cybersecurity is the mission-focused and riskoptimized governance of information, which maximizes confidentiality, integrity, and availability using a balanced mix of people, policy, and technology while perennially improving over time.

-Mansur Hasib (2017)





WHY DO WE NEED TO MAKE IT FUN?

Material May Be Dry
Engagement Difficult
Monotonous for Instructor and Student
Limited Perspective
Working Professionals as Graduate Students

Doing More Important Than Knowing







HUMAN PRODUCTIVITY AND INNOVATION

KASH

- Knowledge
- Attitude
- Skill
- Habit

Attitude and Habit Have Highest Impact

Note: Adapted from Zachery, K. (2011). The Leadership Catalyst: A New Paradigm for Helping Leaders Flourish in Organizations, http://repository.upenn.edu/cgi/viewcontent.cgi?article=1063&context=od_theses_msod







COMPETENCY BASED EDUCATION: FLIPPED CLASSES

Knowing is Not Enough
Students Apply Knowledge to Do Things
Students Learn from Each Other
Faculty as Coach Instead of Primary Source
Teaching is the Best Form of Learning





WHY GAMIFICATION AND HUMOR?

Makes Dry Material Come Alive
Provides Variety in the Student Experience
Fun Makes Us Learn Better
Happiness Makes Brain More Creative
Games Sharpen Engagement and Focus

Dramatic Impact on Attitude and Habit







PRECONDITIONS FOR SUCCESS

Cannot Grade Students on Curve Cannot Have Quotas for Grades Must Have Competency Based Grading







COURSE DESIGN EXAMPLE

RISK MANAGEMENT AND COMPLIANCE







LECTURES AND DISCUSSIONS

Instructor Sets Initial Context
Class Materials Divided Among Students
Student Research a Portion and Prepare Lecture
Students Graded on Engagement, Humor, Fun





ASSIGNMENTS

Students Apply Knowledge to an Organization
Upload Drafts for Peer Review
Peer Review and Feedback
Revisions and Final Submission







SOME GAMES STUDENTS CREATED FOR THEIR CLASS

Cybersecurity Jeopardy Cybersecurity Millionaire Cybersecurity Bingo





WHAT IS DIFFERENT?

Students Learn About Multiple Organizations
Students See Multiple Examples of Work
Peer Review Motivates Higher Quality Work
Peer Feedback is Powerful Help for Students





RESULTS

Students Loved the Experience Better Class Attendance Strengths of All Students Used to Improve All **Higher Grades for Students Higher Levels of Competency for Students Presentations and Papers Used at Interviews Higher Faculty Evaluations By Students Excellent Feedback from Employers**

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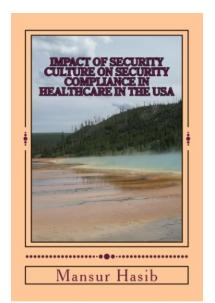


QUESTIONS/DISCUSSIONS/CONTACT INFORMATION

References:

Hasib, M. (2015). Cybersecurity Leadership: Powering the Modern Organization.

Hasib, M. (2013). Impact of Security Culture on Security Compliance in Healthcare in the USA.

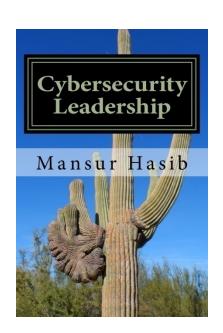


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