[1] Alruwaili, A. (2019). A Review of the Impact of Training on Cybersecurity Awareness. International Journal of Advanced Research in Computer Science, 10(5), 1–3. https://doi-org.proxy.lib.odu.edu/10.26483/ijarcs.v10i5.6476

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Title: "A Review of the Impact of Training on Cybersecurity Awareness"

Journal: International Journal of Advanced Research in Computer Science

- **Description**: Peer-reviewed journal which only considers original work. The biggest publication platform for the past 12 years, for the researchers and students of computer science and engineering across the world.

Research Methods: In the article, the researcher conducted a literature review to assess the impact of training on cybersecurity awareness. The methodology involved searching scholarly databases using specific keywords related to cybersecurity and training, yielding over 16,110 results. From these, thirteen studies published after 2010 were selected for review.

Discipline (and why): Based on the author's affiliation with Deakin University, the publication in IJARCS, and the authors credentials, it is reasonable to conclude that this source falls within the discipline of computer science, with a specific emphasis on cybersecurity education and training.

[2] Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of Applied Psychology*, *102*(12), 1686–1718. https://doi.org/10.1037/apl0000241

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- **Eduardo Salas**
    - **Credentials**: Currently a professor for psychological sciences at Rice University. Holds a PhD in Industrial/Organizational Psychology, Old Dominion University, 1984 an M.S. in Industrial Psychology, University of Central Florida, 1980 and an B.A. in Psychology, Florida International University, 1978 (https://profiles.rice.edu/faculty/eduardo-salas).

Title: "Leadership Training Design, Delivery, and Implementation: A Meta-Analysis"
Journal: Journal of Applied Psychology

- **Description**: The Journal of Applied Psychology emphasizes the publication of original investigations that contribute new knowledge and understanding to fields of applied psychology (other than clinical and applied experimental or human factors, which are more appropriate for other APA journals). The journal primarily considers empirical and theoretical investigations that enhance understanding of cognitive, motivational, affective, and behavioral psychological phenomena in work and organizational settings, broadly defined. The editor-in-chief is Lillian Eby from the University of Georgia.

Research Methods: In this meta-analysis, the authors synthesized findings from various studies to assess the effectiveness of leadership training programs. They examined how different design, delivery, and implementation characteristics influence training outcomes. The study aimed to provide a comprehensive understanding of the factors that contribute to successful leadership development interventions.
Discipline (and why): Based on the authors' affiliations, and the journal's focus, this source falls within the discipline of psychology with a particular emphasis on organizational psychology.

[3] Workman, M. D., Luevanos, J. A., & Mai, B. (2022). A Study of Cybersecurity Education Using a Present-Test-Practice-Assess Model. *IEEE Transactions on Education*, *65*(1), 40–45. https://doi.org/10.1109/TE.2021.3086025

Authors:

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  - **Credentials**: I found little details (https://www.linkedin.com/in/mike-workman-566a304/), was an associate professor of the Industrial Distribution faculty in the college of engineering at Texas A&M University for 20 years and graduated from the same school with an unspecified PhD (http://mworkman.com/aboutus/biographies.asp).
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  - **Credentials**: (https://www.ou.edu/education/eacs/about/faculty/j-anthony-luevanos), an assistant professor at Oklahoma University. (https://www.linkedin.com/in/anthony-luevanos/) Previously was a director of organizational & leadership development at Texas A&M University with PhD in philosophy seemingly with a focus on educational system administration and human resource development.
- **Bin Mai**
  - **Credentials**: (https://ieeexplore.ieee.org/author/37089280494) A PhD in management science-information systems from University of Texas at Dallas. (https://engineering.tamu.edu/etid/profiles/mai-bin.html) Additionally, a masters degree in management information systems from Texas Tech University. Currently a Faculty Member and the Program Coordinator with the Technology Management Program, Department of Engineering Technology and Industrial Distribution, College of Engineering, Texas A&M University.

Title: "A Study of Cybersecurity Education Using a Present-Test-Practice-Assess Model"
Journal: IEEE Transactions on Education

- **Description**: The IEEE Transactions on Education (ToE) publishes significant and original scholarly contributions to education in electrical and electronics engineering, computer engineering, computer science, and other fields within the scope of interest of IEEE. Contributions must address discovery, integration, and/or application of knowledge in education in these fields. Articles must support contributions and assertions with compelling evidence and provide explicit, transparent descriptions of the processes through which the evidence is collected, analyzed, and interpreted. While characteristics of compelling evidence cannot be described to address every conceivable situation, generally assessment of the work being reported must go beyond student self-report and attitudinal data.

Research Methods: This study randomly assigned computer science students to one of four sections using different modalities. It used pretest scores on an applied exam as the covariate, with post-test scores as the dependent variable. In this study, the authors investigated the effectiveness of a "Present-Test-Practice-Assess" model in cybersecurity education. The methodology involved presenting theoretical content, testing initial understanding, providing practical exercises, and conducting assessments to evaluate learning outcomes. The study aimed to determine if this structured approach could enhance the learning experience and improve retention of cybersecurity concepts among students.
Discipline (and why): Based on the authors' affiliations, the journal's focus, and the research methods employed, this source falls within the discipline of education, with a specific emphasis on engineering education and cybersecurity training. The study's structured approach to teaching cybersecurity concepts aligns with educational methodologies aimed at improving learning outcomes in technical fields.