THE IMPACT OF TEACHING ACADEMIC WRITING TO STUDENTS OF CYBER SECURITY FACULTIES

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Abstract

In the world of cyber security threats, which are becoming more advanced and widespread, sharing of ideas and findings has become central. This paper will discuss the importance of instructional academic writing in the framework of cyber security education. The inclusion of academic writing into the cyber security curriculum will help students to communicate their technical knowledge more effectively, become more participants of the scholarly community, and enrich their knowledge areas. This paper clarifies the approaches that were used in teaching of academic writing through a literature review and qualitative analysis and provides results that highlight the importance of this approach as a means of producing competent professionals in the area.

Key words: *Academic writing, Cyber security education, communication skills, curriculum development, technical documentation.*

Introduction

The complexity of challenges cyber security professionals are dealing with changes as the digital environment changes. Effective communication forms a critical element of winning over such challenges. Academic writing does not only develop clarity and accuracy in expression of complicated ideas, but also develops critical thinking and research abilities. The article under consideration explores the idea of instructing academic writing to cyber security students and trying to emphasize it in their future professions.

Literature Review

The body of knowledge related to academic writing in technical disciplines is large. Swales and Feak (2012) argue that academic writing is knowledge construction, and that knowledge construction often entails special vocabulary, as is the case in such disciplines. According to research conducted by Hartley (2008), writing is essential in publication of the research findings. Moreover, research by Kahn et al. (2020) shows that communication skills of cyber security professionals can be improved because bad communication may cause critical vulnerabilities in an organization.

Table 1

Summary of Literature

Author	Year	Focus	Conclusions
Swales & Feak	2012	Knowledge construction	Academic writing improves clarity and technical comprehension
Hartley	2008	Impact on dissemination	Effective writing is essential for communicating research findings

Author	Year	Focus	Conclusions
Kahn et al.	2020	Communication skills in cyber security	Improved writing skills increase organizational security effectiveness

Methodology

The proposed research applies qualitative research design, where is used case studies on different cyber security faculty members that have integrated academic writing modules into their curriculum. Participant interviewees, focus groups, and curriculum analysis were used to collect data. Faculty members and students of three groups that have robust cyber security programs were included in the sample.

Results

The data provided major themes about how academic writing would be integrated, which would demonstrate the multi-faceted advantages of integrating academic writing in cyber security education:

1. Improved Communication: 78% of students said that they felt more confident when communicating complex ideas. This enhancement is not only a good understanding of the subject matter, but an increase in effective interaction with peers and professionals.

2. Enhanced Research Skills: 75% replied that they had improved their research skills in terms of conducting and presenting research. The acquisition of this skill will provide a student with the means of critical thinking and evidence-based decision-making, which is crucial in the world of cyber security.

3. Scholarly Engagement: 68% indicated more desire to make contributions to academic discussion, such as writing papers at conferences or journals. This interaction leads to the feeling of belonging to the academic community and motivates continuous professional growth.

Table 1

Table of Results

Theme	Student Reports (%)	Faculty Observations (%)
Improved Technical Communication	78%	85%
Enhanced Research Skills	75%	80%
Participation in Academic Community	68%	70%

Analysis

The discussion of the findings shows that the teaching of academic writing can greatly help the students in technical subjects like cyber security. The positive correlation between the improved skills of writing with the improved professional competency supports the idea that among the designing of curricula, an emphasis on the integration of writing modules should be made. Moreover, according to the feedback given by students and the faculty, well-organized writing courses allow students to convey their ideas easier.

Discussion

The results demonstrate that academic writing should not only be taught but is necessary during cyber security programs. Having communication as one of the fundamental

competencies in the industry, students who possess excellent writing abilities find it easier to tackle cyber security issues. Furthermore, the communication skills between fields appropriately may boost interaction and creativity as the role of cyber security becomes more connected to other fields.

Conclusion

Education on academic writing in faculties of cyber security is very important to understand how to manage the complexity of the sphere and prepare professionals who are capable of working in this area. In that respect, academic writing needs to be incorporated in a gradual but consistent way into the curriculum of cyber security in order to inculcate the skill in students to critically address the technical content of the curriculum to become productive members of the academic community. Future studies are needed to address longitudinal effects of writing abilities on career paths in cyber security.

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