Cyber security in Education of Universities and Colleges

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Abstract:
To encode their knowledge, societies without writing have developed memory techniques based on rhythm, narrative, identification, body participation and collective emotion. In On the other hand, with the rise of writing, knowledge could partially detaching from personal identities or collective, become more "critical", aim for a certain objectivity and a theoretical range " universal”. It's not just the modes of media-dependent knowledge information and communication techniques. This are also, through cognitive ecologies they condition, the values and criteria of company judgments. But these are recisely the knowledge assessment criteria (in the broadest sense of this term) which are brought into play by the extension of the cyberculture, with the probable decline, already observable, values that prevailed in civilization structured by static writing. Not that these values are called to disappear but rather to become secondary, to lose their power of command.

Keywords: Education, Cyber Security

Introduction
Any serious reflection on the future of the systems of education and training in cyberculture must be based on a prior analysis of the mutation contemporary relationship to knowledge. In this regard, theirst observation concerns the speed of appearance and renewal of knowledge and skills[1-5]. For the first time in human history, most skills acquired by a person at the beginning of his
professional career will be obsolete at the end of her career. The second observation, strongly linked to the first, concerns the new nature of work, of which share of knowledge transaction continues to grow. Working is more and more about learning, transmit knowledge and produce knowledge. Third observation: cyberspace supports intellectual technologies that amplify, externalize and modify a number of human cognitive functions: memory (bases of data, hyperdocuments, digital files of all orders), imagination (simulations), perception (digital sensors, telepresence, realities virtual), reasoning (artificial intelligence, modeling of complex phenomena). These intellectual technologies promote...

- new forms of access to information:

hyperdocumentary browsing, hunting information via search engines, knowbots or software agents, contextual exploration by cards data dynamics,- new styles of reasoning and knowledge, such as simulation, genuine industrialization of the thought experiment, which does not comes neither from logical deduction nor from induction to from experience [6-10].

knowledge-flow, work-transaction of knowledge, new technologies of individual intelligence and collective profoundly change the data of the education and training problem. What he must learn can no longer be planned or precisely defined in advance. Courses and profiles of skills are all unique and can less and less to channel themselves into programs or courses valid for everyone. We have to construct new models of the space of knowledge. Has a ladder representation linear and parallel, in pyramids structured by levels”, organized by the notion of prerequisites and converging towards "higher" knowledge, it gives us henceforth
we must prefer the image of spaces of emerging, open, continuous, flowing knowledge, non-linear, reorganizing according to the objectives or contexts and on which each occupies a position unique and evolving.

**Research Methodology:**

Therefore, two major reforms are required of education and training systems. First of all the acclimatization of the devices and the spirit of the AOD (open and distance learning) in everyday life and ordinary education. The AOD certainly exploits certain techniques of distance education, including including hypermedia, networks of interactive communication and all technologies cyberculture intellectuals. But the essential lies in a new style of pedagogy, which promotes both personalized learning and networked cooperative learning. In this context, the teacher is called upon to become an animator of the collective intelligence of its groups of students rather than a direct knowledge provider[11]. The second reform concerns the recognition of acquired. If people learn from their experiences social and professional, if the school and university are gradually losing their monopoly on creation and the transmission of knowledge[12], the systems public education can at least give themselves the new mission to guide individual careers in knowledge and to contribute to the recognition of all the know-how held by people, including non-academic knowledge[13, 14]. The tools of cyberspace make it possible to envisage vast automated test systems accessible to all timing and transaction networks between supply and skill demand[15, 16]. Organizing the communication between employers, individuals
and learning resources of all kinds, universities of the future would thus contribute to the animation of a new economy of knowledge[17-19].

**Conclusion:**
Once accepted the principle according to which any acquisition of skills must be capable of giving rise to explicit social recognition, the problems of skills management, both in the company that at the local community level are, if not in way to be resolved, at least mitigated.


