



Diploma Thesis Evaluation Form

Author: Adele Marie Valentine Brunagel

Title: Cybersecurity Awareness & Games: How to Lower the Human Risk?

Programme/year: NP_MISSSTS, 2023/2024

Author of Evaluation (supervisor/second reader): Supervisor

Criteria	Definition	Maximum	Points
Major Criteria			
	Research question, definition of objectives	10	9
	Theoretical/conceptual framework	30	28
	Methodology, analysis, argument	40	35
<i>Total</i>		80	72
Minor Criteria			
	Sources	10	9
	Style	5	4
	Formal requirements	5	5
<i>Total</i>		20	18
TOTAL		100	90



Evaluation

Major criteria: Please see below

Minor criteria: Please see below

Assessment of plagiarism: No plagiarism

Overall evaluation:

This thesis aims to investigate the effectiveness of different gamified solutions for raising cybersecurity awareness. The combination of a semi-experimental design and surveys is a sound approach for gathering quantitative data and empirically assessing the impact of various gamified tools compared to traditional methods. The thesis effectively explains the selection of tools and the use of constructivist learning theory as the analytical lens, which is appropriate given the educational nature of the interventions. While the methodology is generally sound, it could be strengthened by providing clearer justifications for the sample size and participant selection, as well as a more detailed discussion of potential biases in survey responses and the limitations of the experimental design. The thesis is well-written, displaying a high level of academic proficiency. The author's writing is clear, concise, and effectively conveys complex ideas to a broad audience. The thesis is logically structured, however, the language occasionally becomes overly technical, which may pose challenges for readers who are not experts in cybersecurity or gamification. With constructivist learning theory the theoretical framework is strong and well-chosen, providing a valuable lens for analysing the effectiveness of the gamified solutions. The thesis combines this theory with the research design, allowing for a detailed analysis of the data. The discussion of how constructivism fits with cybersecurity awareness training is insightful and demonstrates a good understanding of the topic. The author skillfully applies constructivist learning theory to explain the findings, and effectively using the theory to interpret the results of the gamified tools. The comparison of different gamified solutions under the constructivist lens is well-executed, offering valuable insights into how these tools can improve cybersecurity awareness. Overall, excellent work. Recommended grade: A

Suggested grade: A



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