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*Elluminate Forum: Object Analysis & Rationale:*

* *Object No. II:* ***Film Clip: “Training for the Cyber Battlefield”***
	+ *Link:*
		- <http://video.nytimes.com/video/2009/05/10/technology/1194840004076/at-west-point-training-for-cyber-foes.html>
	+ *Description:*
		- The concept of “Cyberwarfare” can be used to describe various aspects of defending and attacking information and computer networks in cyberspace, as well as denying an adversary’s ability to do the same.
		- Cyberterrorism is an issue of growing national interest where terrorists disrupt the Internet or critical infrastructures such as transportation, communications, or banking and finance using computer networks.
		- At West Point, training for this type of warfare defines new perspectives on the concepts of war games, of which “traditionally evoke images of guns and battle formations, but many cadets now study hacking techniques, to better defend military networks” ("Training for the Cyber Battlefield").
	+ *Key Words:*
		- Cyberwarfare, cyberspace, cyberterrorism, infrastructures, war games, hacking, military networks,
	+ *Rationale:*
		- This film based learning object assists students in learning about current military initiatives to combat the threat of cyber warfare, the purposeful research behind the fight against cyberterrorism, and the real instances of cyber battles around the world.
	+ *Student Assessment:*
		- As the students observe the film, provide them with a “film analysis” worksheet that will answer the following questions:
			* What do the cyber war games at West Point and other military training facilities tell us about the threat of cyber-attacks? What danger do they pose?
			* What are the roles and responsibilities of the technology-trained cadets in the military?
			* What examples does this film provide of how cadets use their training in the field to prevent cyber-attacks?
			* What does this film teach you about how cyber-attacks occur and how they can be prevented?
			* In your opinion, is the U.S. well-prepared to ward off or fight cyber-attacks? How can it become stronger in this area?
		- Alternatively, the instructor could have the students write a short paper addressing the following questions:
			* Do you think this is a wise policy direction or one that deserves further thought?
			* Is it ethical and right, in their opinion, to respond to cyberspace attacks with gunfire?
	+ *Object Use, Reuse, Repurpose, etc.:*
		- The film will be primarily used to present a cinematic representation of the key elements and realities comprised of cyberterrorism.
		- Additionally, this film could be used as a discovery object when introducing the differentiating domains of terrorism.
		- This film could also be used as segue into the discovery and exploration of the different government agencies and their policies of ensuring national security for our society.
		- Furthermore, this film has the ability to develop meaningful student awareness of the critical implications associated with cyberterrorism and the inherent detrimental effects there would be on their lives in the wake of such an attack.
	+ *Making Object Connections:*
		- Instructors could make connections through an in-class “cyberterrorist simulation,” to develop the meaningful connections to the realities of cyberterrorism. Where the students could/would be grouped into teams and encouraged to think strategically in order to either thwart an attack from an opposing team (or “cyberterrorist faction”), or devise a way to use cyberterrorism to infiltrate and destroy the opposing team (or “cyber defenders”).
		- Additionally, instructors could develop “cyber-attack analysis” handouts to use in a “WebQuest,” where students would be required to learn more about what acts of cyberwar have already been attempted, so that they can put the threat discussed in the film into a context.
		- Furthermore, this film assists students in making meaningful connections to the relationships present among science, technology, worldly historical events, society, and their individual lives.