Cognitive Load Analysis of Cybersecurity Training Programs for Autonomous Vehicle Operators

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1. Introduction

In this paper, we describe a novel approach to the application and quantification of cognitive load to an autonomous vehicle threat detection and classification learning environment. The work uses an increased number of sensors to allow a more accurate representation of an autonomous vehicle's environment that in turn creates a more comprehensive view of the training environment, increasing operator awareness and reducing the operator's cognitive workload. We describe a learning pathway method using students as participants that functionally involves developing and testing their awareness of an autonomous vehicle's environment under different levels and types of external attack. The levels of attack can be combined and increased to represent a complex prioritized system. The preliminary analysis and the results of the student-pathway-environment models are described for an initial baseline case.

There is a prevailing view that machine learning (ML) and artificial intelligence (AI) will be the panacea to the challenges of autonomous vehicles in cybersecurity. While this is a significant part of the solution, machine learning is ultimately a tool that is employed to enhance a system's abilities in a specific domain. Such techniques rely on comprehensive and relevant data in that area to begin with and be applied thoughtfully if they are to be effective. A fundamental solution to these problems is to improve the experience of the autonomous vehicle operators. An improved understanding of operator cognitive load can allow the maximum benefit to be drawn from machine learning, as well as ensuring operators are better equipped to spot and rectify emergent problems.

1.1. Background and Rationale

To alleviate the impact of cognitive load on training programs, we aim to aid the development of a cognitive load-effective cybersecurity AV training program by identifying sources of cognitive load and proposing means of addressing the same. In the current work, we attempt to achieve these objectives by focusing on the cognitive load taxonomy source categories and their respective manifestations or attributes, which were used for a second through fourth phase of knowledge elicitation from literature review.

Autonomous vehicles (AVs) or "self-driving vehicles" are robotic systems that transport passengers and cargo from point to point using artificial intelligence. AVs are expected to revolutionize the automotive, transportation, and logistics industries but also bring significant challenges in safety, security, and privacy. The emergent nature of many research problems hinders teaching these new topics in traditional college classes. In this space, the use of training programs and intensive short courses is vital to prepare the future workforce for critical tasks in AV R&D and exploitation. Combining state-of-the-art teaching techniques with the emergent needs of AV research and development can be overwhelming and result in high cognitive load for the trainees. High cognitive load hampers knowledge acquisition, with the training material possibly misunderstood or misinterpreted by trainees, leading to knowledge decay, especially in emergent research areas.

1.2. Research Objectives

The main goal of this research is to generate best practices for training workers (autonomous vehicle operators are the primary interest) about cybersecurity challenges with the associated fully autonomous vehicles. In this research, we will make the distinction between users and operators, the latter group being those responsible for monitoring the autonomous vehicle and intervening when necessary. We will start this effort by reviewing the existing training materials, reviewing the training practices, and observing, interviewing, surveying, and collecting other documentation from the existing training programs. In this research, we will develop some sets of theory-informed guidelines by applying the cognitive load analysis to the context of cybersecurity training for self-driving cars. Furthermore, we will seek to develop some policy implications in light of the guidelines and the research on training for other types of challenges and other types of tasks.

There are several studies that have applied the Cognitive Load Theory (CLT) to understand the mental demands that cybersecurity challenges may have on users of technology. This

research follows this tradition by endeavoring to thoroughly understand the training aspects associated with cybersecurity challenges for the environment of autonomous vehicles. We include some basic categories such as training material usability, trainer quality, student quality, and assessments. These categories seem important and can factor into the overall load, and they are categories that prior training programs have also used, but overall, there is not a general consensus about which factors are more significant or even if these factors are significant at all.

2. Theoretical Framework

Intrinsic cognitive load is associated with modulo restrictions of an individual's working memory process which stipulates that the number of meaningful elements mentally interacting with the two allowed by the phonological loop is limited. Furthermore, it is apparent that verbal information presented on the screen is actually concurrently processed within geometric-shaped diagrams. As part of this process, ICL is measured by the variable number of distinct elements (learning objects) present in a visual and auditory form. The average rails which symbolize sign changes in the temperature after name listing likewise represent simple learning objects. Intrinsic cognitive load partially depends on the number of interactions between schematic representations on the combined interface, since each representation has to be understood by the user and mentally anchored in terms of the connection between wire length and height and the ordinates axes scale. It follows that ICL typically reflects a dynamic interaction between the spatial relations between processible elements, such as presentations of visual and verbal (or auditory) learning objects.

Task-relevant situational attributes have a cognitive effect on the person, which is termed intrinsic cognitive load (ICL), as defined by Sweller. He identified a number of loads and effects pertaining to ICL. Sweller first postulated that the human mind is subject to inherent cognitive load in processing information. ICL depends on the person, being a measure of the inherent difficulty associated within the processing of the relevant information. Sweller indicated that the aspects of the goal-relevant information affected by ICL are determined by the intrinsic characteristics of the information presented within the individual's sensory and working memory, which might involve the processing of each information element and the ability to cognitively deal with it in an organizational and psychological manner.

2.1. Cognitive Load Theory

Cognitive load is distinguished by its three parts: (1) intrinsic cognitive load, which is constant with a specific objective or task and depends only on the scheme of the subject matter itself; (2) extraneous cognitive load, which comprises procedures within the training environment (e.g., poor instructional design, imposed time pressure, lack of training resources, and improper exemplification of information), these interventions are not associated with the learning material and can be influenced, removed, redressed, amended, or trained, discharging both a fair percentage of the training environment's investment and releasing the resources needed for knowledge construction and skills development; and (3) germane cognitive load, the optimal extra memory-based resources to fulfill effective learning. This type of load can be occurred by reassigning content of the extraneous load to become intrinsic organized structure representations that support the development and access of skills and diminish a significant cognitive overload throughout the learning process. With this, a balance can be obtained, resulting in learning that is as efficient as possible according to Mayer's multimedia principles.

During the learning process, the cognitive system involves working memory, which plays a critical role in controlling and processing the learning information. It is capable of acknowledging and processing a limited quantity of stimuli, which remain in conscious attention, by converting the stimuli accessed from the sensory inputs and from long-term memory into foundational, public, and integrated knowledge structures with the application of relevant cognitive processes such as organization, rehearsal, muting, meaning construction, and decision making. Being aware of the shortage of working memory, it is important to optimize the cognitive architecture of human beings in order to balance the relationships among available cognitive resources, the successful usage of cognitive resources, and the rewarded knowledge construction (information processing capabilities that make some useful tasks easier and some less useful tasks harder). Cognitive overload leads to a decrease in working memory resources available to process the relevant learning information, thereby diminishing learning results. Optimizing instructional design and the training environments involved in learning may balance and even reduce the overall cognitive load, leaving resources only for the internal process of constructing useful knowledge.

2.2. Application to Training Programs

2.2.2. Mercury FI's Military Police Training Program An initiative of the Federal Institute of Education, Science and Technology from the Portuguese Ministry of Defense and supported by the Portuguese National Guard. The ITES made an operational proposal of the Mercury project, consisting of a training program implemented by the National Guard's Criminal Lab, as an operational experiment. The objectives are the raising of the State's Cyber-Physical Security capacity, the Cyber-Physical protection of critical infrastructures, including those managed by the Portuguese Ministry of Defense, and the validation of the work in an operational context, the National Guard's public road protection, in particular. From the cognitive point of view, it was expected that National Guard drivers would benefit from interaction with the virtual environment.

2.2.1. Cybersecurity in Autonomous Vehicles Vehicles with an autonomous capacity have been gaining space in the market. However, the largest number of investigations for these vehicles is regarding the perception of the environment and the decision-making capacity to operate the vehicle within the goals presented. From a cybersecurity point of view, the connections between different agents (vehicles, infrastructure, organization servers), the generation of information, decision-making, and actuation modules within certain parameters can cause large-scale attacks on road-vehicle networks. The program's objective was to make the vehicle operator (a human with a Remote Control system) understand his role within the interconnectivity system generated by vehicles and the organization to which they are interconnected.

The additional analysis performed considered several training programs applied to unmanned vehicle operators in some areas, aiming to facilitate the understanding of the practical use of the applied methodology.

3. Autonomous Vehicles and Cybersecurity

Enabling effective training of the future technology operators is crucial to ensuring that the benefits of the innovations are fully realized while safeguarding against negative outcomes. This has been driving a need for advanced, customizable, and flexible training programs aimed at a wide range of potential future users of autonomous vehicles. However, analysis of recent advances in existing cybersecurity training programs for operators of autonomous vehicles has not been explored before. Evaluation of the state-of-the-art efforts for training program development is especially important, given the ethical responsibility of educating

the system operators about potential threats and their effects, as well as possible mitigation measures on the one hand, and the resulting potential of cognitive overload stemming from the highly autonomous and demandingly complex operating environment, on the other hand.

The idea of autonomous vehicles has, in recent years, enjoyed the interest of consumers, industry, academia, and governments all around the world. However, the realization of real-world benefits of this advanced technology is yet to be harvested in full for several reasons, one among them being the security of the systems supporting their operation. The risks associated with the use of autonomous vehicles for public transport are not merely hypothetical, given that an attack on a highly automated vehicle has already proved successful. Including measures that safeguard against such events is paramount to ensure the safety and security of vehicle operators and members of the public.

3.1. Overview of Autonomous Vehicles

During the autonomous vehicle's operation, the vehicle's status, such as its trajectory, the desired trajectory, potential collision with static or dynamic objects, etc., should be presented to the operator in an unambiguous and easy-to-understand format. If necessary, additional information that is necessary in order for the operator to perform the proper action should also be provided. The vehicle should also provide clear signals that the operator is needed to take over the vehicle control. The time for the human operator to effectively take control of the vehicle is termed as the take-over time. After the transfer of control to the human operator, it is necessary to immediately notify when to relinquish control of the vehicle and perform additional tasks, which is known as handover.

The National Highway Traffic Safety Administration (NHTSA) of the United States defines 6 levels of autonomy for self-driving cars. Level 0 represents no automation while level 5 represents full automation. The focus of this work is at level 3, which involves conditional automation of the vehicle. During conditional automation, the vehicle is able to perform the driving tasks but the human operator is ready to take control of the vehicle. There are 2 major tasks that the autonomous vehicle operator needs to perform: the monitoring of the vehicle display, and the proper action taken based on the visual feedback.

3.2. Cybersecurity Threats

These represent clear safety risks to the vehicle, its occupants, and any other traffic users that happen to be close. In addition to these, the successful infliction of any such disruptions naturally has an effect on the operation tasks at the operator, potentially increasing the operator's cognitive load to detect and mitigate the emerging risks. However, the specific characteristics of these threats suggest a more fine-tuned method of analysis which takes into account the differences in the potential effects of the threats on operators.

First, cybersecurity threats that can disrupt the correct operation of autonomous vehicles include remote code execution, denial of service, and interference in communications. These may result in vehicle damage, reduce the efficiency of the operator's response to security incidents, and compromise the confidentiality, integrity, or availability of the information required for the correct operation of the autonomous vehicle. Remote code execution allows an attacker to execute arbitrary instructions in the victim's autonomous vehicle if any software vulnerability exists that can be exploited according to a certain vulnerability exploitation path. Denial of service means an attacker provokes the victim's vehicle to stop or reboot, leading to a service crash or unavailability of the functionality. Interference in communications could be to provide false information, withdraw true information, degrade the information quality, or combine the information differently than it is expected to receive.

4. Training Program Design

- Operational Domains: Trains the operators on specific AV operational aspects such as road conditions, state regulations, AV ODD, and emergency response procedures. - Vehicle Functions: Details the AV's internal functions and how humans interact with its software and hardware. The primary audiences are mechanics and technical staff who will be called upon to interact with the AV during operations. - Operator Rules and Regulations: Describes appropriate operator behavior, developing an understanding of the possible impacts of malicious attacks on the AV, and creating joint situational awareness during the operation. Example sub-elements might include navigating a roadblock, interaction with law enforcement, and operational communication standards.

Several domain-specific components must be considered when constructing a cybersecurity training program. These include:

4.1. Training Conceptual Model

Developing an AV training program is a complex process that is governed by a number of regulations and standards. These guidelines are described in several documents on automated vehicle technology. Specific to the design of cybersecurity training, various guidelines allow for the mapping of cybersecurity competencies and skills to training outcomes. Using these existing standards, we present a conceptual model that can be used to design a cybersecurity training program that meets the needs of AV operators.

System Development

4.1. Instructional Strategies

One of the most effective instructional strategies we identified was the need to provide just-in-time information. Operator performance can scale with training that is specifically tailored to their role or assignment. Initial items and concepts can be generalized, then tasks can become specific and current to the operator role. Tasks can also be based on experiential and observational learning to develop more realistic experiences that match the new transfer conditions frequently found in complex work and training. Task-based training has been recognized by other researchers as being highly beneficial to operator learning and task performance, particularly in the context of simulation-based training. Providing pathfinding strategies or models that mimic the behavior of highly successful or effective individuals can help learners to avoid failing or learning from personal mistakes. We identified a train-the-trainer strategy where learners would complete task-based training as both a learner and then instructor.

4.2. Simulation and Hands-On Practice

Practical exercises are used to allow learners to apply what they have learned in a controlled but realistic scenario. Such exercises assist learners in consolidating their learning and building skills. The recall of knowledge is usually improved as a result of utilizing activities, interactions, and experiences. There are a variety of pragmatic exercises that can be used. These include hands-on activities, case studies, simulations, and assessments of activities with actual scenarios in the field. Based on the few distinctions between simulation and practical activities, teaching materials usually suggest the term "simulation" to describe the practical activities in computer security education.

In general, "learning in the realistic scenario" is a useful cognitive process to develop cognitive skills such as knowledge, comprehension, application, analysis, and evaluation. In fact, Becker and Kolb advocated the idea of something known as experiential learning, which consists of learning through concrete experiences including simulations and hands-on activities. Schank also reported that it is more effective for learners to understand real-world problems and common root causes by reflecting on actual experiences. MacKay and Koedinger and Aleven also point out that students can be "expert human" learners with real activities, whether in context or on the job, or even behind the computer screen.

5. Cognitive Load Measurement

For the two SAP programs, psychologists and learning experts created assessments consistent with the major outcomes of each module. Trainers rated each assessment for subjective difficulty, scheduling them in order of increasing difficulty. After instructors taught the module, they reshuffled assessments and rated them based on the responses from the trainees. Statistical analysis gauged consistency and agreement among expert instructors. Since these ratings were subjective measures of relative difficulty, any errors were not a result of faulty instrumentation, but rather they represented potential measures of cognitive load. Additionally, we also gathered overall subjective ratings of the programs. Post-hoc, each driver rated the overall difficulty of each SAP program from 0 (very easy) to 10 (very difficult).

We measured multiple indicators of cognitive load in each program. The first two - pre-verbal questions and active engagement - occur in real time. Pre-verbal questions are hypothetical questions that instructors pose to trainees before providing the instruction or answer. Collecting these questions avoids the error-prone task of analyzing original speech for hesitations, you-knows, and other disfluencies. Active engagement is indicated by whether an instructor observes a student refinishing their work before moving forward. A count of pre-verbal questions is an indicator of germane cognitive load, whereas active engagement is a measure of germane cognitive load. The remaining six indicators - subjective, objective, and physiological measures - were collected post-hoc.

5.1. Types of Cognitive Load

Intrinsic load mainly depends on the complexity of the material. For more difficult complex text, intrinsic load can be higher, so simple graphics or explaining new words and complex

materials with examples can be very useful. For example, in cybersecurity training for autonomous vehicle operators, the synthesis of basic concepts leading to the emergence of vulnerabilities can be facilitated by considering some aspects. For example, considering the concept of the principle of least privileges, it must be articulated via graphs and examples of operational scenarios.

There are three kinds of cognitive load: intrinsic load, extraneous load, and germane load. Intrinsic cognitive load is the effort used to comprehend new material. Extraneous load is caused by elements that are presented in the instruction but do not directly contribute to learning, and germane load is the effort used to build knowledge. If intrinsic cognitive load surpasses a certain limit, learning will be less effective and will hamper overall work ability. Therefore, structuring instructional materials, avoiding redundancy, and managing modality effects in order to have the best possible use of working memory is crucial.

5.2. Measurement Tools

Measurement Tools. Tukey's 8 Critical Comparison D was employed for post hoc analysis of data (beyond demand conditions only), and partial eta squared values were reported for adaptation of the MANOVA output. Statistically significant main effects and interaction effects are both reported. The computer-mediated environment survey tools used in this study were validated and designed to measure learner satisfaction with multimedia computer-assisted instruction. The unidimensionality of the six constructs (attention focus, task concentration, focus shift, mental workload, task pacing, and time pace) was verified using confirmatory factor analysis, and reliability indices were not exceeded. Alpha levels for the current sample included 0.890, 0.903, 0.853, 0.831, 0.899, and 0.895, respectively. Overall, it was concluded that these six inter-measures had good psychometric properties as disc brake measurements of training sequence characteristics and training scenario task demands and, therefore, validation as an overall measure of cyber operator computer-mediated training performance effectiveness. These conclusions support those of Sparrow and Lisk in related studies.

6. Research Methodology

A Mann-Whitney U nonparametric test is carried out at two stages. First, it is deployed to compare metacognitive with intrinsic cognitive load between the online and classroom

sessions. Second, it is used to compare task difficulty levels between the online and classroom sessions. Typically, our design relies on the Paas scale, which measures intrinsic and metacognitive cognitive load experienced during instructional processes. These constructs are operationally crucial for a complete understanding of how varying instructional designs can affect cognitive load during the different online and classroom sessions. The data comprises 52 entries that reveal three consistent measures of participant completion of tasks. The first measure is of task difficulty, which demonstrates that the context of the task influences affected cognitive load. The second measure comprises the two components of cognitive load, i.e., intrinsic and metacognitive load, which show a dependable influence during task completion.

6.1. Research Design

As explained before, a survey and interviews were conducted in order to reach educational and cybersecurity stakeholders, such as trainee's future employers, managerial and administrative staff from educational entities, curricular and academic council representatives, and employers of specialist services in the area of cybersecurity affecting the same curricular area. In summary, the whole research design was structured in five stages: (1) construction of questionnaires for the application of curricula intended for the Autonomous Vehicle Operator educational program, this stage comprised the application of 40 questionnaires; (2) preparation of an interview script used with experts in cybersecurity to select the materials; (3) application of the interviews with educational agents of the Autonomous Vehicle Operator and experts in cybersecurity; (4) selection and validation of the evidence, which allowed for the final discussion of the whole proposal.

As the main goal of this study is to identify possible cognitive load issues within educational programs teaching new technologies and their implications due to cyber threats and potential cyber-attacks, the used theoretical frameworks are directly linked to learning and cognitive load. To find these issues, the study begins first with the identification of stakeholders, both from the educational and from the cybersecurity perspectives, for the development and delivery of educational programs in the area of AV-operated technologies. By identifying problems experienced by educational programs, cyber issues can be identified by analyzing intersections in properties of curricula and syllabus of educational programs and cybersecurity experts.

6.2. Data Collection and Analysis

The structured training program included a daily eight-hour-long course in which students received instructions from a video chat team and a remote course supervisor who was connected to the video chats of the different groups. The students participating in the course received exercises, for which they needed to think and write about the aspects that were being learned during the different exercises. They were informed that careful consideration of these exercises' contents was needed to prepare for a test. Students also reviewed and discussed solutions to these exercises, which were part of required components at the end of the course.

The data for this study was collected from a training course for future autonomous vehicle operators that was offered by a leading self-driving passenger-car company. An initial pretest (uncontrolled) and posttest (uncontrolled) instrument was created to measure the two conditions that potentially lead to high cognitive load: investing cognitive resources in non-generative aspects (not mentally profitable) and ineffective cognitive resources investment during training exercises (focusing on superficial characteristics that don't improve understanding). Several steps were taken to ensure that the instrument had good validity and reliability. The reliability of the pre-test was estimated using the test-retest method. The reliability of the post-test was estimated using assessment results. Using classical test theory method (G-theory), the study showed that the instrument also had high validity. It was found that 30 to 40 students were thought to be acceptable.

7. Findings and Discussion

Since students come from a heterogeneous background and preparedness in terms of cybersecurity and automotive domain areas, it is important for the curriculum to be well balanced in aiding novices first in understanding the different aspects of cybersecurity and automotive threats/vulnerabilities. Although the authors proposed cognitive load, the curricula composition research on the analysis of the cyber capability in cognitive apprenticeship, it is acknowledged that it is challenging for curriculum designers to adhere to such practices as the practice of learning has evolved significantly over the years and traditional classroom learning is no longer the way to attract or retain students' attention. Hence, the findings from this work will open up opportunities for cybersecurity and automotive domain researchers to conduct a qualitative evaluation on the contributions to

learning and practical hands-on experiences for students or participants of such training programs especially designed for autonomous vehicles cybersecurity.

The results of the study showed that the content of both cybersecurity training programs for autonomous vehicle operators would lead to a moderate to high level of intrinsic and germane cognitive load for the participating novices. This finding implies that a participating novice should have the appropriate level of background knowledge to minimize intrinsic cognitive load. The analysis of the training syllabus would also suggest the necessity of distributed learning activities to allow learners to practice inquisitive-based learning methods, spend time to understand the new knowledge, while having time to pace themselves during the learning process.

7.1. Cognitive Load Levels

The current technological state of the art highlights a fast-moving process in the development of the capabilities of the whole autonomous driving process. Moreover, the need for education and training testing and validation is addressed too. The European 3rd driving license directive and the 2014 committee of the national state directors for road safety set compliance of ASPICE and ISO26262, increasing specific competences requirements.

The elaboration of training presents the strategies and tactics that can favor the education of different levels of KW competences. The overall approach aims at a careful cognitive preparation of learning actions that can sustain effective instruction, providing mathematical assets for instructional designers, tactical assets for teachers, and heuristics-based guidelines for content-centric modeling strategies and delivery.

In this work, we present a CW model that provides a useful structure for examining the cognitive processes within learners' minds, leading to a methodology that can support training program definition. Then, we use the CID methodology to evaluate the training programs proposed by different alternative models on the same content and reveal the related strengths and weaknesses. The CID model prescribes the way cognition elements can be emphasized and operationalized and integrates KW models in an original way for a new theoretical and methodological approach.

Instructors can use frameworks that measure the level of cognitive load imposed on the cognitive system as guidelines to plan the instructional design of learning materials that

decrease extraneous load, manage intrinsic cognitive load, and promote germane load. These guidelines address concerns for practitioners noticing differences in terms of various levels of KW capabilities, for teachers' effective organizing the design and delivery of the content, and for learners working on this content.

7.2. Effectiveness of Training Programs

The high incorporation of all acceptable usability principles is indicative of the effectiveness of training material. It should be noted that the incorporation of all these principles resulted in the ability of volunteers to obtain very high scores on the online tests that accompanied the static training material. This situation posed a significant load on the long-term memory of the volunteers, decreasing the possible effectiveness of the content. However, the incorporation of these principles also significantly reduced the possibility of high variability in the performance of the participants that had a direct impact on the standard deviation associated with the efficiency, as well as the score of the participants that would lead to the increase of performance-based transfer of training. Moderate variability callbacks should be made when examining the possible errors made by participants that did not pass the 90% threshold. These subjects performed either moderately, marginally, or very close to the same levels of the subjects who passed the associated online tests, as well as the same levels of the subjects who completed the control task from the previous phase of the study which had the increased possibility of activating the working memory ability of the subjects due to the manipulations that were made to the data. These levels of performance contribute to the conclusion of the training material as highly effective.

Training has been proven time and time again in many contexts to be a very effective way in which to provide information and skills to users to prevent security breaches. The aim of this thesis was to develop a training program that reduced the security risks in the interaction between autonomous vehicle systems and the users of the systems, with a focus on the operation of the system. Therefore, security breaches and the misuse of the personal data of the passengers were not part of the risks that were addressed in this thesis. When a security risk is not addressed by a training program, it is essential that system, network, and application-level security measures are in place. Additionally, training is most effective when there is consistent reinforcement and support of the content present in the training materials.

8. Implications for Practice

Cognitive load analysis through the lens of operator vs. driver training carries practical implications for the role of the expert in the future. In areas such as medicine, there are distinct elite levels of expertise. For researchers to understand how to approach generating near-expertise in the skill of operations, we must first understand how to question regarding how this expert might behave. Experimental work can then proceed in determining how to best train an operator in order to ensure that high-level mission goals and objectives are retained. Contrary to the need for the vigilant driving capacity of the operator to be ready at a moment's notice, the ideal residence of the knowing situational monitor and risk-assessor/guardian driver might well be sleeping and restored to wakefulness only through emergency notification. This, in turn, generates demands for the composition of an alerting system while also raising important ethical questions of the readiness of individuals roused from napping. As suggested in Reference 27, the cost of hoarding the mental models of the built through multiple experiences may very well directly compete with the autonomous vehicle's primary mission of developing better safety by having the car acquire that same level of understanding of the world around it.

The analysis implications of examining training through the lens of cognitive load centers on the concept of the expert. The way forward in determining the best method to achieve this high level of understanding lies in the creation of individuals who can immerse themselves in the current perceptual world of their charges. By first simulating as many forms of experience from their charge's perspective, we can better work to ensure that our future decision makers are best poised to develop their craft alongside these vehicles.

Determining how to best support high-level decision making for autonomous vehicles is not a theoretical question or one that remains confined to the academic community. The industry is actively creating, implementing, and training operators to manage autonomous vehicles across a variety of missions. Using a cognitive load lens to examine this task and validate that workers are paying attention to the highest-level tasks, such as route planning and risk mitigation instead of driving as a low-level task to steward, there are several other implications that have practical implications for the design of training approaches in the burgeoning field of autonomous vehicle operations.

8.1. Recommendations for Training Program Developers

Second, performing a common task with a visualized hazard that appears repetitively when it is not relevant, as in the driving domain, is likely to make trainees disregard the hazard. It will be useful to pair experiential learning tasks in the training program with more varied hazards appearing in preparation for the worst. As a result, trainees will look for and attend to the visual perception hazard even if that particular hazard is not relevant in that particular risk perception situation. Additional training tasks that will prepare trainees to look for the salient features of possible nonexistent threats empower them to react quicker mentally if novice misbehavior is detected in procedurally trivial or maintenance-critical situations.

First, training programs that are designed to prevent novice trainees from making an error, such as asking experienced operators to take action in a high workload situation, should aim to reduce working memory load in the danger zone, i.e., the moment in time where an error leads to a tragedy that could have been prevented. Redirecting a trainee's attention from repetitively summarized content to the salient cues in the visual perception of an upcoming hazard might be an effective method for reducing overall mental workload and potentially improving situation awareness.

The results of this study's experiment and further analysis provide several specific recommendations for developers of cybersecurity preparedness training programs for security-critical domains such as AV operation.

8.2. Policy Implications

Early in the training process, a clear stipulated path sets out and leads to obtaining the required skills and competencies. The human aspect always plays a crucial role not only in designing and implementing systems but also in overlooking potential errors and flaws where systems may exploit or become compromised. Apart from the use of guidelines, regulations, or other forms of assurance, it is imperative for autonomous system operators to acquire the necessary protective and survival skills associated with manipulation of the system. Training allows time to understand and eventually recognize the point when the system becomes self-assertive with no human-fail safe option, and when its components are inhibitory or deviated from executing normal application code. Establishing train-the-trainer programs can also facilitate the continuity of ensuring that Cybersecurity Operators are equipped to know and prolong the life of these critical technologies, while following best practices and stipulated guidelines.

Training plays a crucial role in ensuring that autonomous vehicle operators are highly skilled in handling issues related to cybersecurity concerns and the problem of infiltration that undermine such technologies. Inadequate training is a backward step for such systems, which may be seen being deployed with potential flaws and confidentiality concerns. Hence, it is recommended that simulation tools be fully utilized in the training and development of operators for these systems, while ensuring and assuring an optimal learning experience during initial, preparatory, and continual training throughout the life cycle of systems. The role of policy makers, legislative bodies, and governments is to collaborate and ensure that best practices are clearly defined and disseminated, while being guided by established guidelines.

9. Conclusion and Future Research

This study employed a within-subjects design with the TSL and TMET to generate a series of learner-dependent measures for 24 participants. The ecological rationality of cognitive load represented by EP and EE were manipulated as the TSL increased, while NPE measures were the same at different TSL, including stress and learner experience. In opposition to the negative impact of high TSL on EP, participants generally supported positive effects via TMET and showed a substantial development in understanding the interrelationship between TSL and their learning behaviors, which indicated the applicability of feedback-loop control for TSL in the final instructional design or cyber defense games. In reference to the results of this study, the designing of immersive and enjoyable game-based training for the cybersecurity of autonomous vehicles should balance the EP, EE, and LHB measures together to alleviate NPE by controlling TSL. However, valid conclusions from the self-perceived assessments also require a larger sample beyond the controlled experimental environments and possible validation of other dependent measures such as ZPD or HbM.

The results of this study provide a better understanding of the major contributing factors that influence learning performance outcomes in novice cybersecurity training programs for autonomous vehicle operations. Previous research has demonstrated that complex training programs can lead to information overload and stress for the user, ultimately resulting in performance loss. In this study, sociotechnical and cyberpsychology perspectives were combined to further validate whether learners experienced high cognitive load negatively in real-world-embedded AV training activities.

9.1. Summary of Findings

When creating such a TEL program, familiarity with cognitive load theory helps achieve an effective solution. The learning environment should be designed to allow learners to manage their individual cognitive loads across the learning process, while working towards learning objectives and adapting to individual differences. The study then applies theory and empirical evidence to illustrate how to select the right type of problem and then scaffold the learning environment to alleviate extraneous cognitive load for the problem that is chosen. In conclusion, the work presented in the paper can equally be applied to programs outside the context of TEL.

This paper demonstrates the potential of cognitive load theory research within the domain of cybersecurity education, specifically, and of education program development more generally. By developing guidelines for TEL programs and improving TEL design, the benefits citizens enjoy from technological advances will be better captured. The paper presents theoretical and conceptual principles for using cognitive load theory to inform instructional and interface design in the context of informal learning in cybersecurity. The work discusses how to accommodate the diverse range of perspectives found in TEL to support problem-solving in the presence of a security challenge. Cybersecurity education in this case is an informal, computer-supported, and problem-based learning program designed to create awareness, understanding, and motivation to adopt cybersecurity best practices among citizens. By developing guidelines for TEL programs and importantly improving the kinds of TEL we design, the benefits citizens enjoy from technological advances will be better captured.

9.2. Future Research Directions

A targeted professional development strategy was developed to address current shortcomings in registering autonomous vehicle cybersecurity for emergency medical technicians, crash investigators, civilian attorney networks, and cyberinfrastructure teams, focused on first-30-days-on-the-job workflows that serve as training environments. Future work should leverage this study's approach to survey and model cognitive load values in the formulation of general-purpose development strategies for autonomous vehicle cybersecurity practitioners, from chapter book exercises to advanced university programs and continued post-employment education. This represents a unique research challenge, considering the rapid rate of cybersecurity threats and development in the dynamic autonomous vehicle

sector. The strategy will need to be iterated to adjust for these ongoing enhancements, further developing the sector as it evolves into a fully autonomous vehicle economy.

This study has identified several research avenues that future work can leverage to further the state-of-the-art in cybersecurity of urban transportation infrastructure. First, while this study leveraged an existing cybersecurity knowledge test administered to 500 crash-qualified emergency medical technicians, future work needs to develop a more exhaustive cybersecurity knowledge test tailored to the autonomous vehicle context. In addition, the tool development process and findings in this research were driven by the insight of existing experts in the field. Future work must leverage some form of expert-aggregated criterion to identify training course modules, survey underrepresentation, and perceived cognitive load of future modules within established cognitive load criterion limits. Once in operation, future training course efficacy research can develop findings on the measured cognitive load based on individual responses to learning systems as well as cyber range systems developed for control systems used in unmanned flights and drones.

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