

IWG-LNCV



IWG – LNCV Biological Workshop and Round Table on
***Fostering the Biosecurity Norm:
An Educational Module for Life Sciences Students***

Educating Life Science Students: Key Questions

Filippa Lentzos

Senior Research Fellow

BIOS Centre, London School of Economics, UK

27 October 2008
Municipality of Como
Como, Italy

Educating Life Science Students: Key Questions

Dr Filippa Lentzos

BIOS

centre for the study of **bioscience, biomedicine, biotechnology** and **society**

LSE

Why are we educating?

- To ‘implant’ facts and knowledge and to instruct life science students in what to think?
- Or, to ‘elicit’ understanding and to teach them how to think for themselves?
- What action do we want students to take on the basis of their education and increased awareness, if any?

What do we teach?

- For example
 - Dual use potential and the risks of misuse
 - BWC
 - History of offensive programmes
 - Bioterrorist threat
- Do we focus on ethics and responsible conduct?
- Or, on classifications of high risk agents, lab security and on instilling a sense of constant vigilance?

The life sciences include:

Cell biology; molecular biology; biochemistry; microbiology; evolutionary biology; developmental biology; neuroscience; genetics; genomics; proteomics; biotechnology; systems biology and synthetic biology; bioinformatics and computational biology; agronomy; food sciences; animal sciences; marine biology; zoology; botany; ecology; pharmacology; drug discover, design and delivery; environmental toxicology; medicine; physiology; endocrinology; immunology; pathology; epidemiology; and more!

How do we educate?

- How do we negotiate space for biosecurity concerns in curricula and textbooks that are already full with too much information?
- What form will the teaching take?
- ...and how do we measure the success of educational activities?