

# 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

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# Educating Life Science Students: Key Questions

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# 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?