

Editorial

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In the past few years, Bioethics, the branch of applied ethics, has been widely established as a discipline, as a value framework, a framework of principles, a tool, as a medium for practical skill development to help individuals understand complex moral, social, legal, environmental issues in medicine, clinical and health research. As a discipline, bioethics invite interdisciplinary deliberation and draws people from all sectors of society to engage in discussion. Bioethics also serves as a potential medium for greater community engagement and participation involving both professionals and non-professionals.

As a branch of applied ethics, Bioethics, have dealt with the complex ethical issues such as animal experiments, biological enhancements, organ donation, surrogacy, gene technologies, reproductive technologies, the beginning and end of life care, public health, health policy and planning. Though the list is not exhaustive, the pressing need of incorporation of Bioethics within the educational curriculum, at different levels, was to make rational and autonomous humans capable to undertake informed decisions in complex situations of life.

With the evolution of the branch, Bioethics education has rapidly developed over the last few decades. It has been extended to be a part of academic curriculum with the purpose to help students develop the critical thinking skills in dealing with complicated ethical issues; to develop the skill of rational argumentation, reasoned responses.

The papers in this issue on *Bioethics and Educational Institutes* emphasize the need and practical implications of incorporation of Bioethics in the academic curriculum across the globe.

The first paper entitled **A survey on the attitude of college students to the right to privacy as opposed to the right to know** by Nader Ghotbi highlights the importance of informed decisions to balance the two conflicting human rights- the right to know and the right to 'privacy and confidentiality'. Conducting the survey on 222 Bioethics students at an international university in Japan, the paper had used a case study method to study the students' perception and attitude towards this conflict of rights. The study concludes with findings that majority of students have stated the importance of both these rights in a democratic society. The study also reveals the need of case-based decisions on specific circumstances and careful consideration of the consequence of such decisions. Additionally, the paper establishes the limitation of the legal boundaries and the need of ethical, rather bioethical analysis, in resolving debates in many instances.

The second paper on **Awareness and Perceptions on Bioethical Issues among Pre-Service Science Teachers** by Zulfeki Daud, Zainab Ari, and Noorahfizah Daud investigates the awareness and perception level of bioethical issues among pre-service science teachers in a Malaysian Education Institution. Using a questionnaire-based survey and using SPSS version

22, the paper indicates that pre-service science teachers were aware of the existence of bioethical issues. However, there exists statistically significant difference of perception of the bioethical issues according to religion and course. Male, Muslim and science major course pre-service teachers are more aware of the issues to be bioethical. While majority of the pre-service teachers are aware of cloning, other bioethical issues such as organ donation, genetic modification, stem cells, abortion, gene therapy, gene screening and euthanasia seemed to require more awareness. The paper concludes with the recommendation of wider discussion of the bioethical issues and incorporation of the bioethical issues in science curriculum among preservice science teachers.

The third paper on **Drug abuse and drug addiction among students of University of Rajshahi (RU)** by Faiqua Tahjiba emphasizes the need of more comprehensive approach to deal with drug abuse in the educational setting. Investigating the actual condition of the students of the university regarding drug abuse and addiction and using case study method, the paper, finds that there are different social and economic causes intricately related to the drug addiction among the university students. These include curiosity, frustration, friends' request, neglect from family and friends etc. Additionally, the study reveals that there is a tendency to use specific drugs such as *Yaba*, *Phensydyle*, *Ganja* (Weed), *Chuan* etc. Stating the average monthly expenditure for collecting drugs by these students, the paper concludes that the rate of drug addiction among the students of RU is quite alarming. Therefore, all stakeholders including the students, guardians, teachers, university authority, the law makers and law enforcing agencies, researchers, civil society, NGO's and the state must come forward together to address the issue.

The fourth paper on **Ethics after Darwin: Completing the Revolution** by Rainer Ebert demonstrates a big-picture of the discussion of the important implication of Darwinism for ethics. The author argues that there is a misfit between scientific view of the natural world and the view, still dominant in academic philosophy and wider society alike, that there is a discrete hierarchy of moral status among conscious beings. The author suggests that the clear line of traditional morality – between human beings and other animals – is a remnant of an obsolete moral outlook. He argues that the phenomenal consciousness might have occurred in evolution from one generation of animals to the next, and can be considered to be the plausible and non-arbitrary cut-off point, separating “*someones*” from “*some things*.” Concluding with the open note and highlighting that there is a far greater implication such as non-consumption of “conscious animals” if the community of moral equals in fact coincides with the community of conscious beings, the paper, exemplifies how theoretical bioethics can be used as the tool in argument development at the individual and population level.

The fifth paper on **Legacies of Love, Peace and Hope: How Bioethics Education can Overcome Hatred and Divide** by Darryl R.J. Macer narrates a strive for peaceful and harmonious coexistence even to undertake bioethical decisions. The author mentions in the pursuit of a good life (*eubios*), both individuals and societies, need to educate themselves on the pursuit of love of life in all domains, self-love, love of others, loving good, and love of life. Reflecting on his own journey, the author underlines that for the sake of bioethics education,

nurturing good decisions is important and nurturing of good decisions imply an enhanced peaceful and harmonious coexistence in the world. For, bioethics, need to be used as the empowering tool to enable individuals and population to make right choices, to undertake right decisions at right time and place.

In sum, the papers in this issue, had demonstrated how and why bioethics need to be part of the academic curriculum and how exactly it can be used for enhanced knowledge, attitude, and practice of the issues. As the guest editor of the issue, I thank all the authors for selecting the journal and adding value to the journal through their intellectual and philosophical contributions. I do, specifically, thank each author for contributing to the issue with the emphasis on the need of the bioethical discussions in different domains of academics. I convey my heartfelt gratitude to all the reviewers for giving your precious time to review the papers of the issue and also in providing valuable insights and comments for the contributors to improve. I am also grateful to Professor Shamima Parvin Lasker and Ms. Tahera Ahmed for giving the opportunity to edit this issue.

Finally, I hope readers will be benefitted in their thoughts about bioethics education and bioethics will find a definite place in the curriculums, at all levels, across the globe.

Thank you,

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