With the aid of technologies such as neuroimaging and neurogenomics, researchers are able to explore the brain in exciting new ways. Insights into learning processes in the brain could offer a different perspective on education. However, the relationship between neuroscience and the classroom is not clear-cut and the desirability of this connection can be called into question. It is therefore of vital importance to carefully consider how neuroimaging and neurogenomics can contribute to education in a responsible manner.

Neuroscience research is relevant to us all. Therefore, to innovate responsibly, deliberation on future applications of neurotechnologies should include a broad range of societal stakeholders. This is a complex undertaking as the consequences of new technologies are often unpredictable, stakeholders hold different values and expertise, and the current structure of science can hamper the uptake of their perspectives. This thesis describes a frame reflective approach to Responsible Research and Innovation, which takes this complexity into account.

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