



# FDD3435 Graduate Course in Mathematical Modeling of Bio- logical system 9.0 credits

Doktorandkurs i neuronnät- och biomodellering

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for FDD3435 valid from Spring 2013

## Grading scale

## Education cycle

Third cycle

## Specific prerequisites

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

After the course, the student should be able to

- explain the usage of, and the assumptions behind biophysical and biochemical models and methods
- compute basic biophysical and biochemical entities in stoichiometry, ion statics and ion dynamics, diffusion and cell compartments
- exemplify the usage of continuous, stochastic or boolean models
- explain models for synapses and their plasticity and of networks of neurons
- use and develop simulation programs for genetic, biochemical, and neural networks

so that the student

- is able to explain the usage of, and the assumptions behind biological models
- in the working life can perform biological modeling and simulation work

## Course contents

Methods for mathematical modelling and computer simulation of biological processes and functions. Of primary concern is the nervous system (nerve cells and neuronal networks) but other systems are also treated. Intracellular processes like biochemical networks, enzyme kinetics, cell signalling, genetic networks and switches are treated, as well as biological morphogenesis and some current theories of biological perception, learning and memory.

## Course literature

To be announced at least 4 weeks before course start at course web page. Previous year: D. Johnston & S. Miao-Sin Wu: Fundamentals of cellular neurophysiology, MIT Press.

## Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.