511-2018-11-14-networks

Rick Gilmore

Today's Topics

- Networks
- Planning for student-led sessions

But first...

- Short answers means short sentences.
- Be complete. Show me that you know what you're talking about.

Resting potential ~ -70 mV

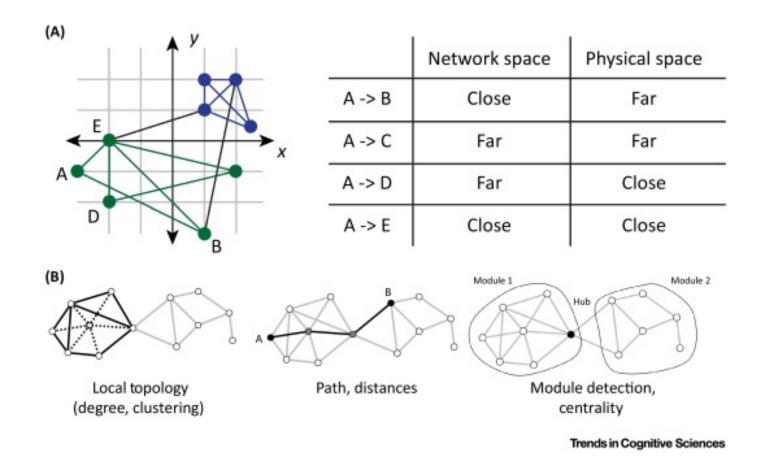
lon	[inside]	[outside]	Conc Gradient	Equil potential	Driving force	Electrostatic gradient
<i>K</i> ⁺	~150 mM	~4 mM	outward	~-90 mV	+20 mV	outward
Na^+	~10 mM	~140 mM	inward	~+55 mV	-125 mV	inward

Components

- Nodes
- · Edges

Measures of

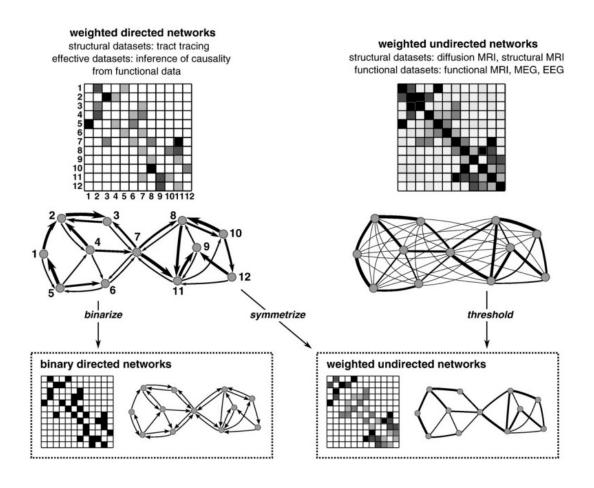
- Size
- Density
- Degree (# of edges)
- Centrality
- Motifs
- · Path length



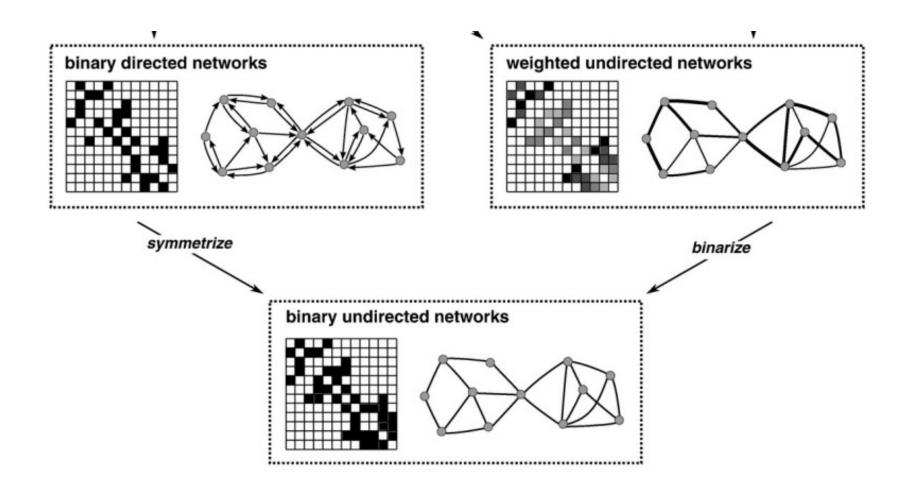
(Stiso & Bassett, 2018)

Types

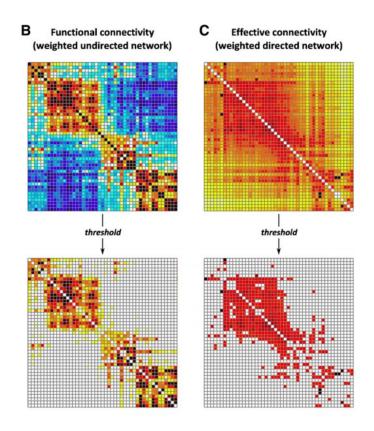
- Directed vs. undirected
- Weighted vs. binarized
- Structural (wiring), functional (activity covariance), effective (causal)



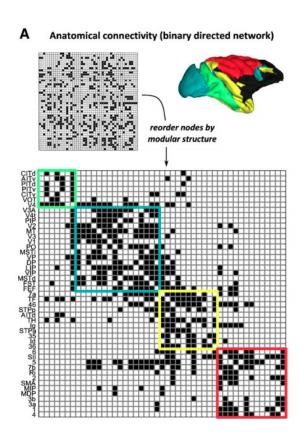
(Rubinov & Sporns, 2010)



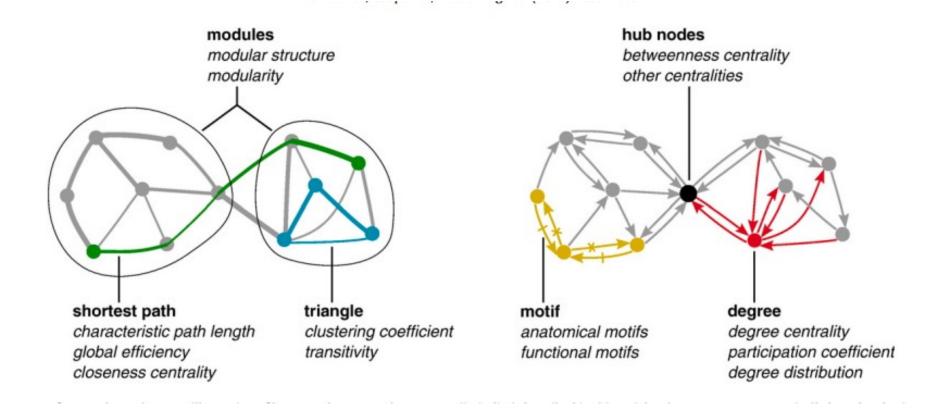
(Rubinov & Sporns, 2010)



(Rubinov & Sporns, 2010)

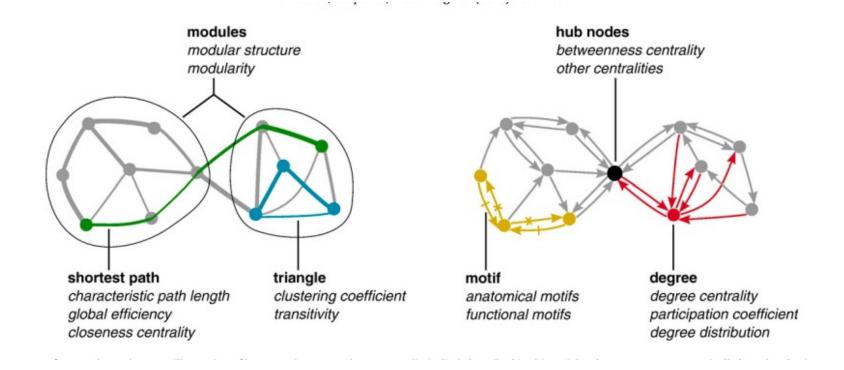


(Rubinov & Sporns, 2010)



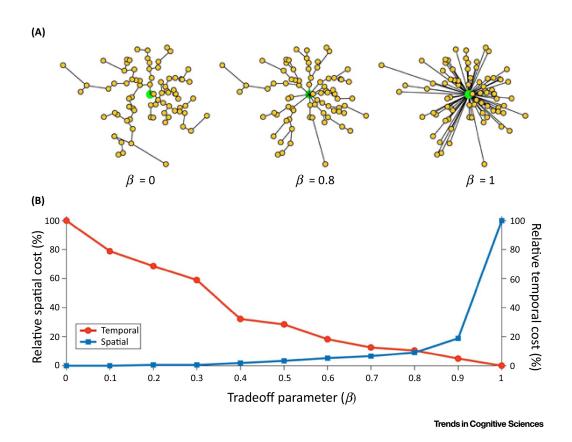
(Rubinov & Sporns, 2010)





(Swanson & Lichtman, 2016)

Temporal (speed) vs. spatial (wiring) constraints



(Stiso & Bassett, 2018)

Some networks in the "resting" brain

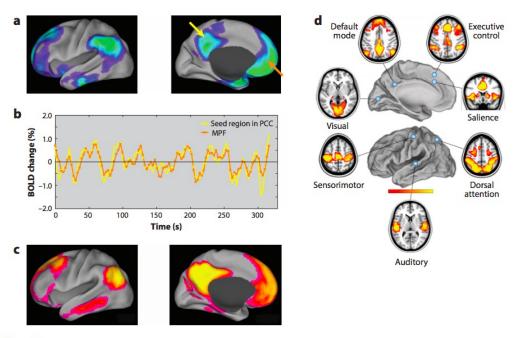
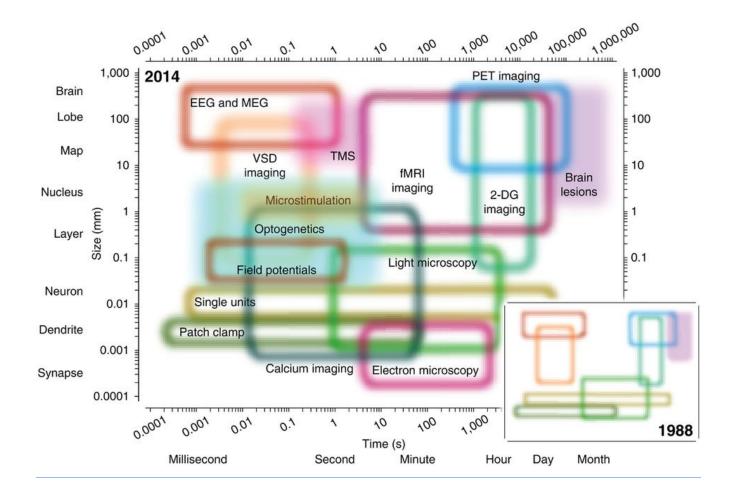


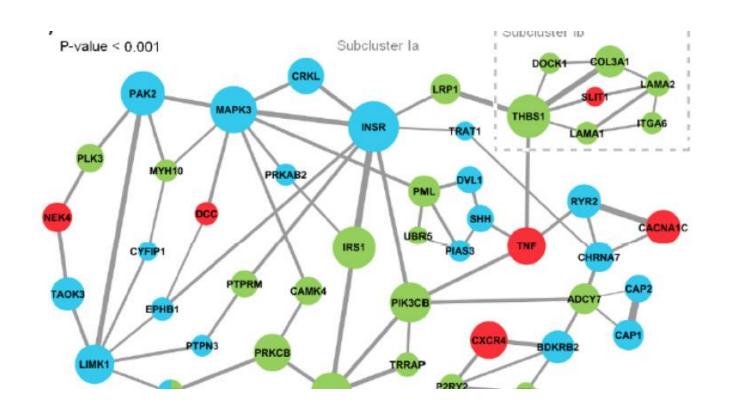
Figure 2

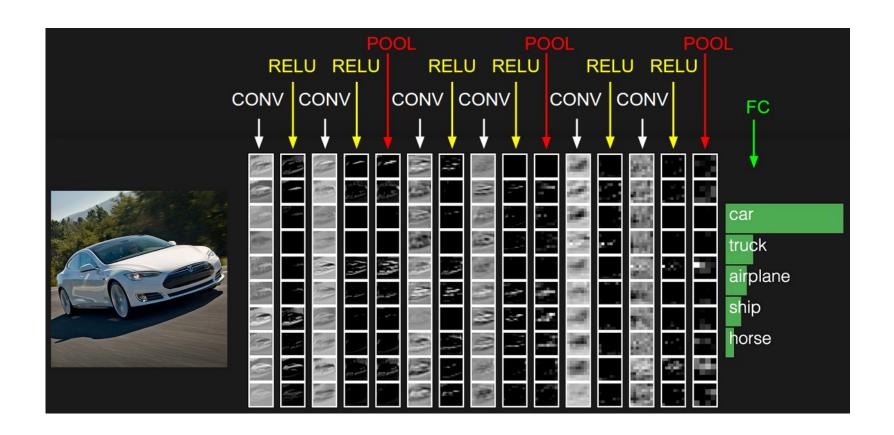
Views of the default mode network from the perspective of activity decreases during task performance (a) and resting-state functional connectivity (b and c), and in relation to other networks that exhibit resting-state patterns of functional connectivity (d). The yellow and orange arrows in panel a denote the source of the BOLD resting-state, time-activity curves shown in panel b. Abbreviations: BOLD, blood-oxygen-level-dependent; MPF, medial prefrontal cortex; PCC, precuneus and posterior cingulate cortex. Elements of this figure were adapted from Raichle (2010, 2011).

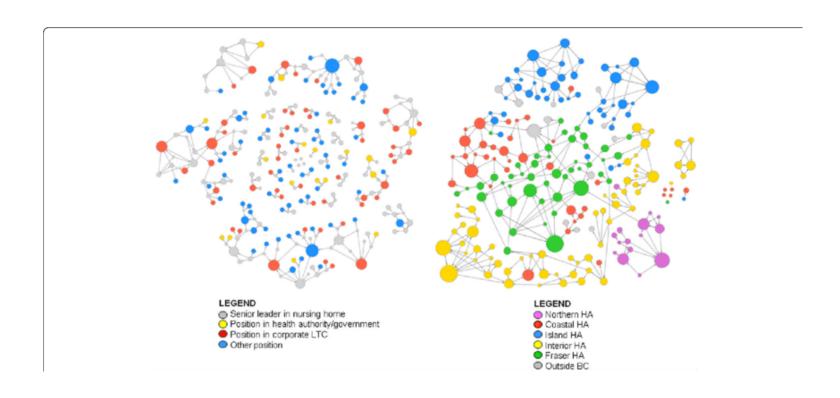
(Raichle, 2015)

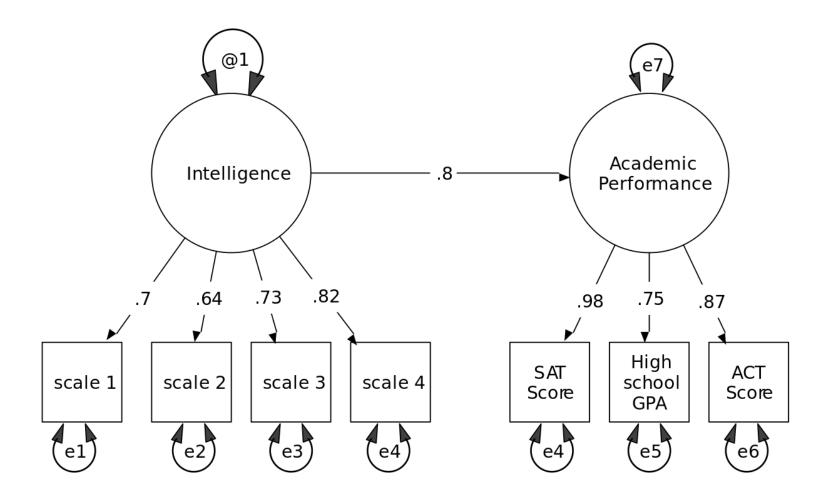


(Sejnowski, Churchland, & Movshon, 2014)









Prepping for student presentations

Group Theme Members Presentation Day?

Measuring brain & behavior Kelley, Anna, Alison, Lauren, Rhea

Neurodegeneration & disorder Kaitlin, Sam, Daryl, *Emily*

Development, aging, & plasticity Liz, Michael, Lia, Chloe

Cognition & emotion Austen, Brandon, Shane, *Emily*

Not assigned: Natalia, Nate

Scope of group presentations

- Provide 2-3 background readings in advance
- 25 min (max) presentation + 10 min discussion
- Focused themes + integrative section
 - What have we learned/what do we know?
 - What don't we know?
 - Why are these answers important to know?
 - How does topic X relate to/inform another theme?
- Submit slides
 - Statement about who did what

References

Raichle, M. E. (2015). The brain's default mode network. *Annual Review of Neuroscience*, *38*, 433–447. https://doi.org/10.1146/annurev-neuro-071013-014030

Rubinov, M., & Sporns, O. (2010). Complex network measures of brain connectivity: Uses and interpretations. *Neurolmage*, *52*(3), 1059–1069. https://doi.org/10.1016/j.neuroimage.2009.10.003

Sejnowski, T. J., Churchland, P. S., & Movshon, J. A. (2014). Putting big data to good use in neuroscience. *Nat. Neurosci.*, *17*(11), 1440–1441. https://doi.org/10.1038/nn.3839

Stiso, J., & Bassett, D. S. (2018). Spatial embedding imposes constraints on neuronal network architectures. *Trends in Cognitive Sciences*, *22*(12), 1127–1142. https://doi.org/10.1016/j.tics.2018.09.007

Swanson, L. W., & Lichtman, J. W. (2016). From cajal to connectome and beyond. *Annual Review of Neuroscience*, *39*, 197–216. https://doi.org/10.1146/annurev-neuro-071714-033954