

NS8107: HUMAN AND ARTIFICIAL INTELLIGENCE

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Human and Artificial Intelligence

Subject Code

NS - Neuroscience

Course Number

8107

Academic Unit

Neuroscience (NS)

College/School

College of Biomedicine (BD)

Course Duration

One Semester

Credit Units

3

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

NS5007

Exclusive Courses

Nil

Part II Course Details

Abstract

Bridging neuroscience and artificial intelligence (AI) can provide novel insights to drive both fields forward. This course aims at using a project-based learning approach to engage the students with both a theoretical understanding as well as practical experience for cutting-edge applications in neuroscience and AI. The projects focus on the following topics: (1) basic concepts and principles human intelligence and AI, (2) introduction to machine learning, (3) practical workflows in designing and optimizing machine learning projects, (4) practical demonstration of the state-of-art deep learning models (e.g., convolutional neural network) and correlate with the biological mechanism (e.g., vision and object recognition), and (5) application of AI techniques in neuroscience, including examples in neuroimaging, next-generation sequencing data, in applications of personalized medical cares of disorders such as psychiatric diseases. The course will include curated datasets for each topic and hands-on practice to highlight the power and limitations/pitfalls of adopting AI technologies.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To understand the basic principles of AI algorithms, including the basic theory and the inspiration from human brain and neuroscience.	25	x	x	
2	To understand how AI can be applied to study questions in neuroscience as well as other fields, and the advantages and disadvantages.	25	x	x	
3	To gain practical experience in solving real world questions with AI-inspired algorithms, including model optimization and interpretation.	50	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Theoretical concepts of the AI algorithms, and introduction to each selected topic and project	1, 2, 3	
2	Tutorials	Review papers and book chapters in written essays, and oral presentation in one selected topic.	1, 2, 3	

3	Practical labs	Investigate curated datasets for each project, learn the pros and cons of different algorithms, learn the practical ways to optimize the performance, and learn how to interpretate the AI models.	1, 2, 3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Attendance	1, 2, 3	5	-	No
2	Midterm project	1, 2, 3	35	take home exam and computational projects	Yes
3	Journal club	1, 2, 3	15	Literature review (report + presentation)	Yes
4	Final project	1, 2, 3	45	take home exam and computational projects	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Attendance (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- (1) Attend the lectures, tutorials and computational labs
- (2) Participate the discussions

Excellent

(A+, A, A-) Outstanding performance on all CILOs. Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Substantial performance on all CILOS. Evidence of grasp of subject; some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair

(C+, C, C-) Average performance on all CILOS. Some evidence of grasp of subject; some evidence of critical capacity and analytic ability; reasonable understanding of issues; some evidence of familiarity with literature.

Marginal

(D) Unsatisfactory performance on a number of CILOS. Failure to meet specified assessment requirements; little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

Failure

(F) Unsatisfactory performance on all CILOS. Failure to meet specified assessment requirements in the assigned projects; no evidence of familiarity with the subject matter; weakness in critical and analytic skills; irrelevant use of literature.

Assessment Task

Midterm project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

(1) Can execute a machine learning project in solving a practical problem, demonstrating a clear understanding of the critical steps in the standard workflow.

Excellent

(A+, A, A-) Outstanding performance on all CILOs. Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

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Assessment Task

Journal Club (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Can critically evaluate a scientific research paper, demonstrating the ability to summarize its core contributions, contextualize it within the field, and communicate its findings and significance effectively to peers.

Excellent

(A+, A, A-) Outstanding performance on all CILOs. Report: Exceptionally clear, concise, and insightful one-page summary. Masterfully distills the paper's research question, methodology, key results, and authors' conclusions. Provides a sophisticated, critical analysis that identifies major strengths, limitations, and broader implications. Flawless presentation of the paper's context within the relevant literature. Presentation: Engaging, confident, and perfectly paced delivery. Transforms complex concepts into accessible explanations. Anticipates and addresses potential audience questions within the presentation. Visual aids (e.g., slides) are professional, clear, and enhance understanding. Demonstrates deep, command of the subject matter during Q&A.

Good

(B+, B, B-) Substantial performance on all CILOs. Report: Solid, well-organized one-page summary that accurately captures the paper's essential elements. Provides a clear critique and discusses limitations and significance, though analysis may lack some depth or novelty. Correctly identifies the paper's place in the existing literature. Presentation: Clear, competent, and well-structured delivery. Explains the paper's main points effectively. Visual aids are appropriate and helpful. Responds satisfactorily to most questions, showing a good understanding of the material, though may struggle with deeper, speculative questions.

Fair

(C+, C, C-) Average performance on all CILOs. Report: Provides a basic, largely descriptive summary of the paper. Covers the main points but may be unclear on finer methodological details or nuanced results. Attempts critique or contextualization are present but superficial, limited, or contain minor inaccuracies. Presentation: Adequate delivery that covers the basic outline of the paper. May rely heavily on notes or slides. Visual aids may be overly text-heavy or unclear. Understanding appears adequate for the main ideas but shaky on details. Handles only basic clarification questions.

Marginal

(D) Unsatisfactory performance on a number of CILOs. Report: Summary is incomplete, significantly disorganized, or contains major factual errors regarding the paper's content. Critical evaluation is minimal, missing, or fundamentally misunderstood. Fails to properly contextualize the work. Presentation: Delivery is unclear, poorly paced, or confusing. Fails to explain the paper's core contribution. Visual aids are unhelpful or sloppy. Demonstrates significant difficulty answering questions, revealing a weak grasp of the paper's fundamental concepts.

Failure

(F) Unsatisfactory performance on all CILOs. Report: Report is seriously deficient (e.g., extremely brief, wildly inaccurate, or plagiarized). Shows no engagement with the paper's critical analysis or context. Presentation: Presentation is unprepared, incoherent, or not delivered. No demonstration of understanding.

Assessment Task

Final project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

(1) Can select and apply the proper AI models to the data. (2) Can optimize the selected AI models, and interpret the model to address the biological question .

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Assessment Task

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Part III Other Information

Keyword Syllabus

Human intelligence, Artificial intelligence, Machine learning, Supervised and unsupervised learning, Model training benchmarking, and optimization, Convolutional neural network (CNN), Recurrent neural network (RNN), Graph neural network (GNN), Transformer, Reinforcement learning (RL), Genomics and next - generation sequencing, Disease diagnostics

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	"Hands-On Machine Learning with Scikit-Learn, Keras and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems"; 2nd edition; by Aurélien Géron; O'Reilly Media 2019
2	"Data Mining: Practical Machine Learning Tools and Techniques"; 4th Edition; by Ian H. Witten, Eibe Frank, Mark A. Hall and Christopher Pal; Morgan Kaufmann 2016
3	"Pattern Recognition and Machine Learning"; by Christopher M. Bishop; Springer 2006