

# RET Project: Analyzing Noise Within Surface Level Neural Arrays

Azira Rivera

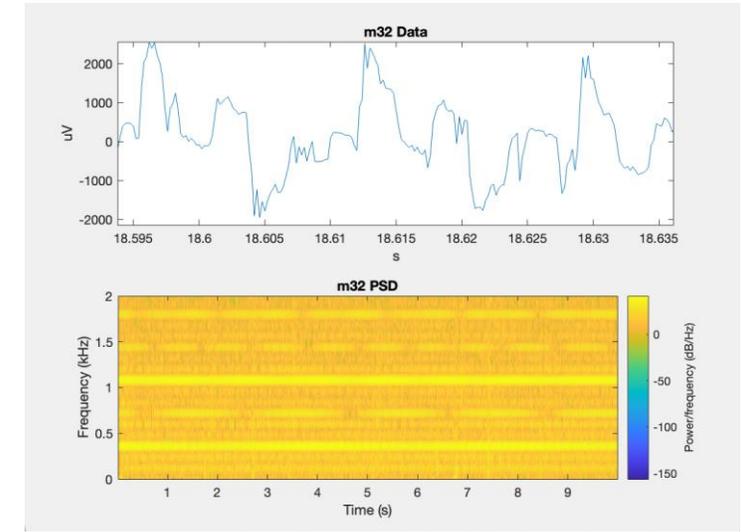
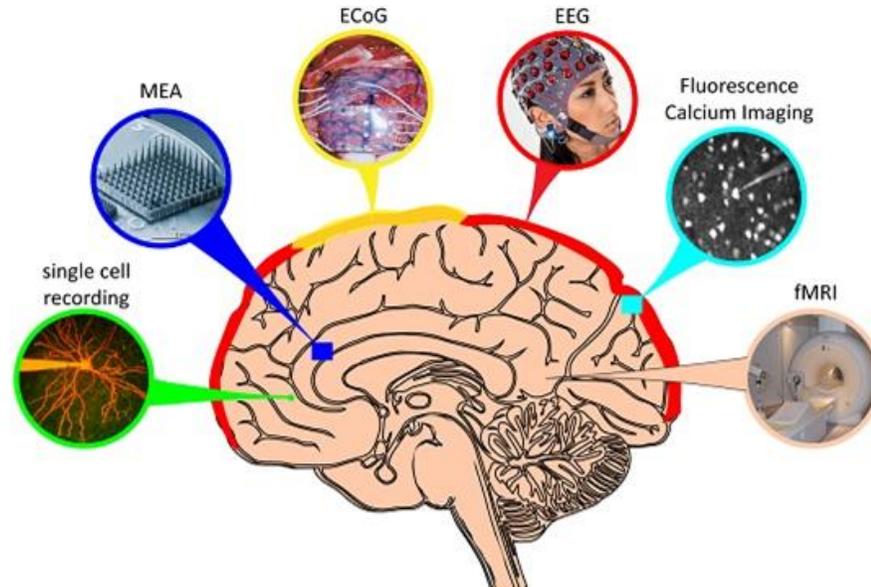
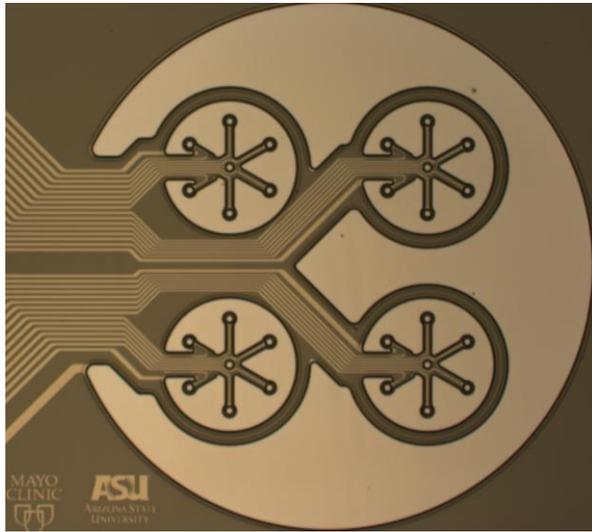
Mathematics

Agua Fria High School

Mentors: Daniel Gulick, Dr. Jennifer Blain Christen

NSF Award 1953745

<https://sensip.engineering.asu.edu/ret/>

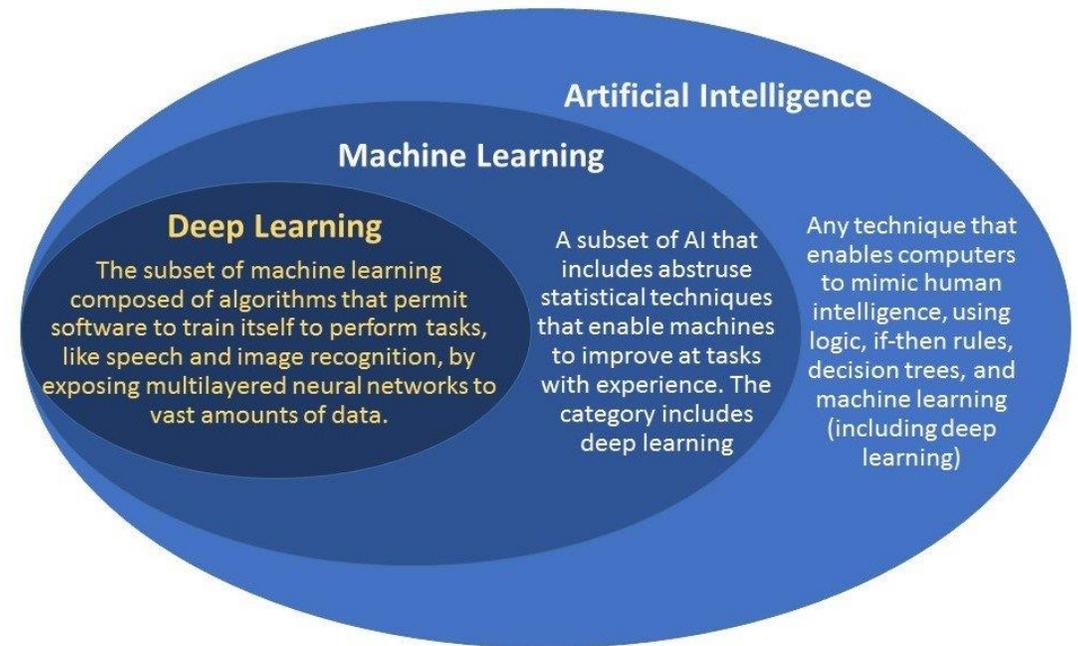


# RET Research and Training

# RET Schedule and Training

## Hands On Technical Training

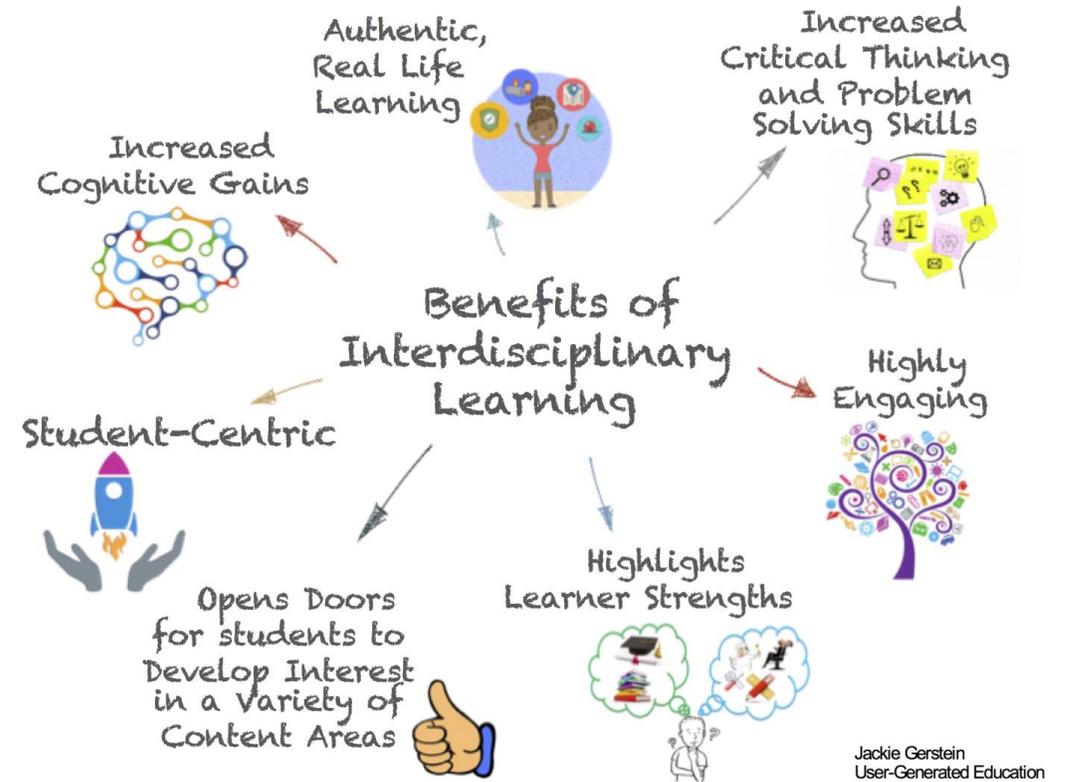
- AI and ML is everywhere and people (myself included) don't always understand what exactly that means
- First time being exposed to the hardware side of data collection
- It was particularly interesting to hear how different obstacles are overcome, like biased or small samples, environmental noise
- Clear balance of “norms” in the field and a sense of playing until it works



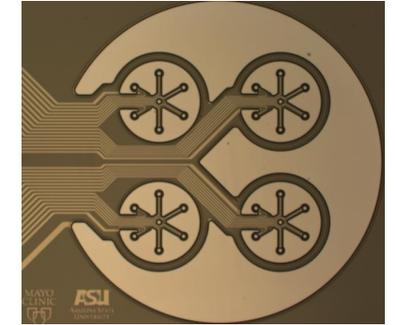
# RET Schedule and Training

## Technical Exposition

- Variety of experiences and in explanations
- ML can be used in so many biological systems
- ML is incredibly cross-disciplinary
  - Focus on that as an educator
- You need A LOT of data



# RET Schedule and Training



## Research Materials

- Lots and lots of Matlab and Google Drive
- Great refresher of how powerful Matlab is as a data analysis tool!
- Python is good and where started, but familiarity was essential during such a short program

The screenshot displays the MATLAB environment. The main window shows a script named 'ControlPlotAll.m' with the following code:

```
1 % 1,800,064 / minute
2 % 30,001 / second
3 % Drooling @ 2m:40s = 4,800,168
4 % Jaw Movement @ 10m:15s = 18,450,655
5 % Jaw + Paw Movement @ 11m:28s = 20,640,732
6 % Full Body Movement @ 14m:30s = 26,100,926
7
8 - Fs = 30000;
9 - wlen = 1024;
10 - nfft = 2*wlen;
11 - hop = wlen/4;
```

The Command Window shows the output of the 'whos' command:

Name	Size	Bytes	Class	Attributes
Fs	1x1	8	double	
NoRefWire	1x1	810904838	struct	
RefWire	1x1	810904838	struct	
hop	1x1	8	double	
nfft	1x1	8	double	
wlen	1x1	8	double	

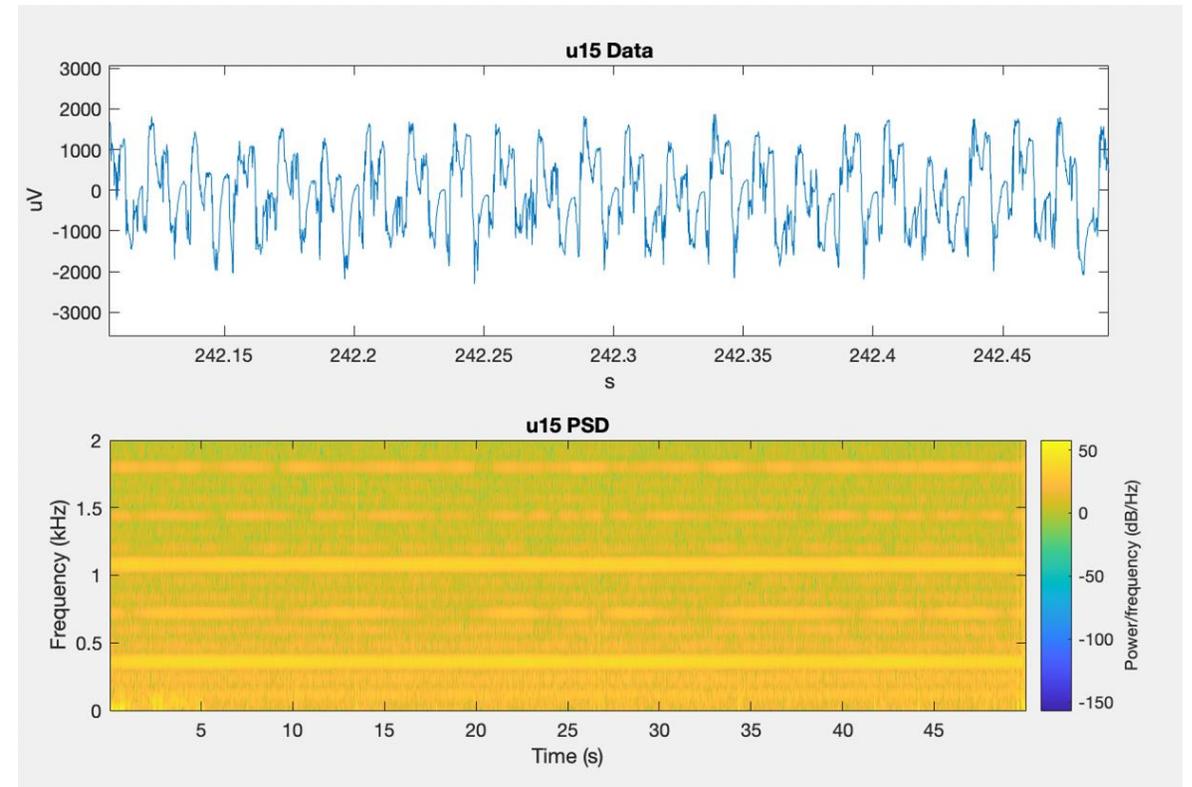
The Workspace window shows the following variables and their values:

Name	Value
Fs	30000
hop	256
nfft	2048
NoRefWire	1x1 struct
RefWire	1x1 struct
wlen	1024

# RET Lab Experience Research Summary

## Research Objectives

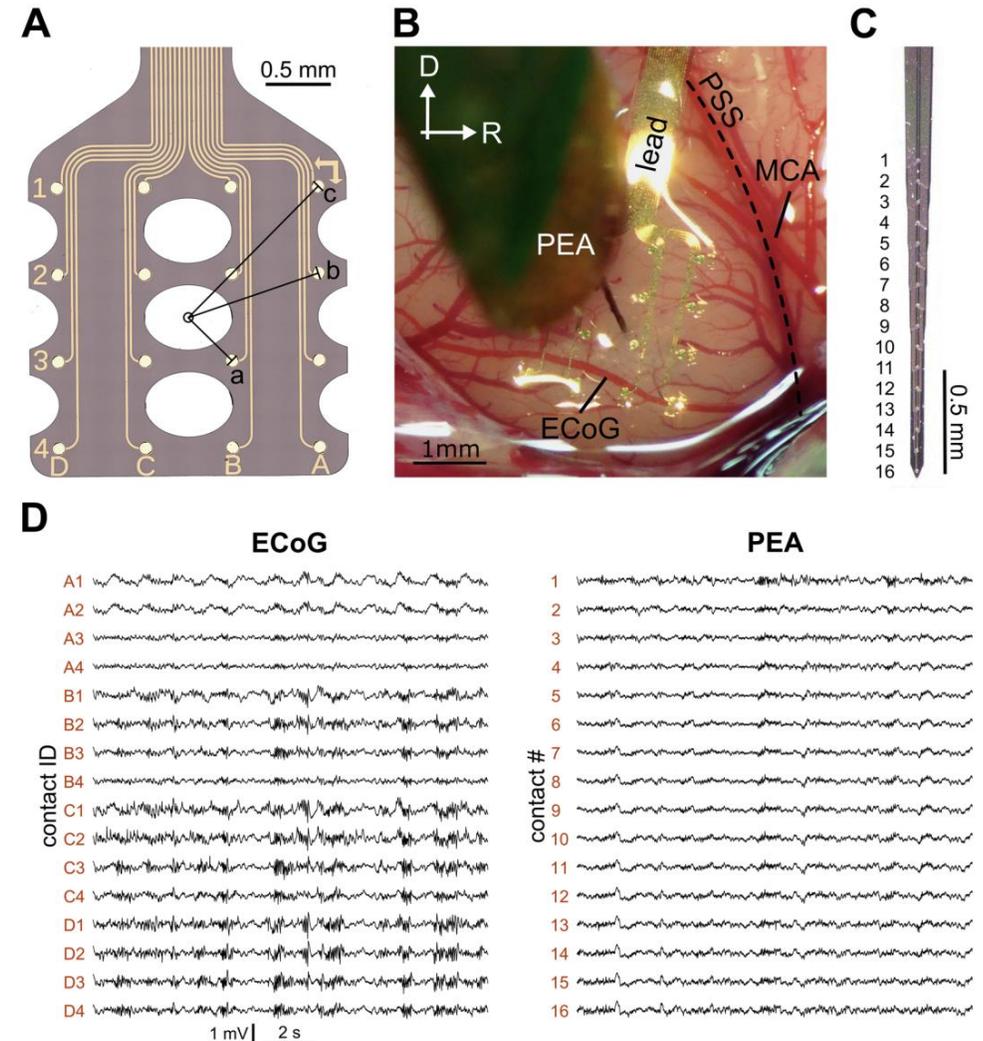
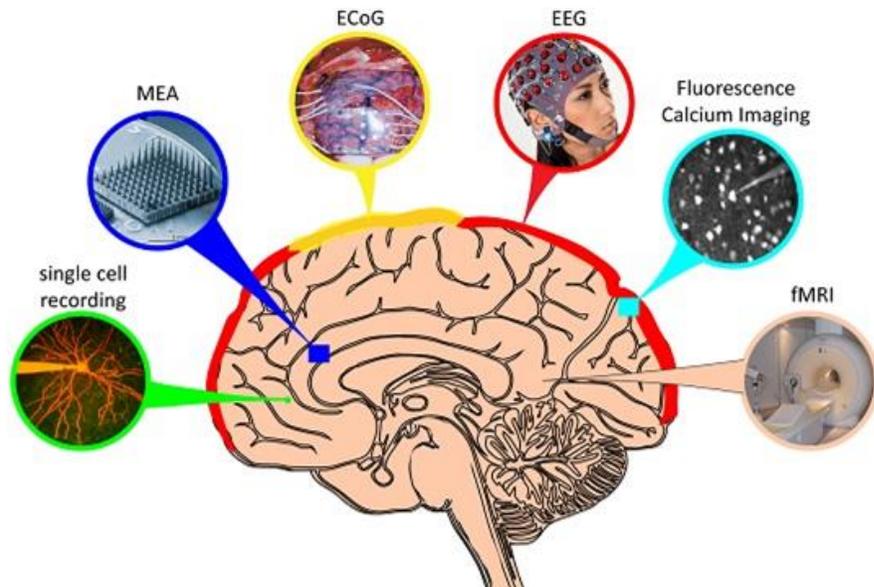
- Create graphs based on the data that the lab group already had
- Make the scripts for efficient for future data collection
- Analyze the graphs for the noise at specific sites and between sites
- Analyze seizure and control data



# RET Lab Experience Research Summary

## Research Background

- Penetrating electrode arrays are highly localized whereas electrocorticography (ECoG) sits on top the cortex



# RET Lab Experience Research Summary

## Research Proposal

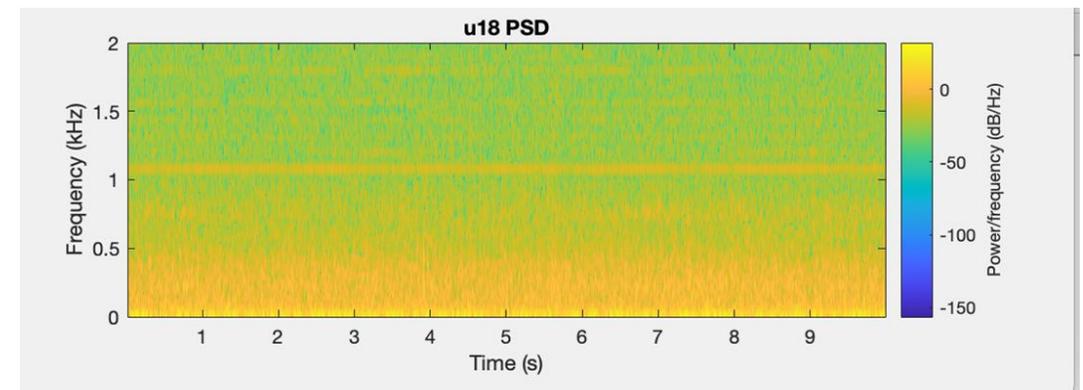
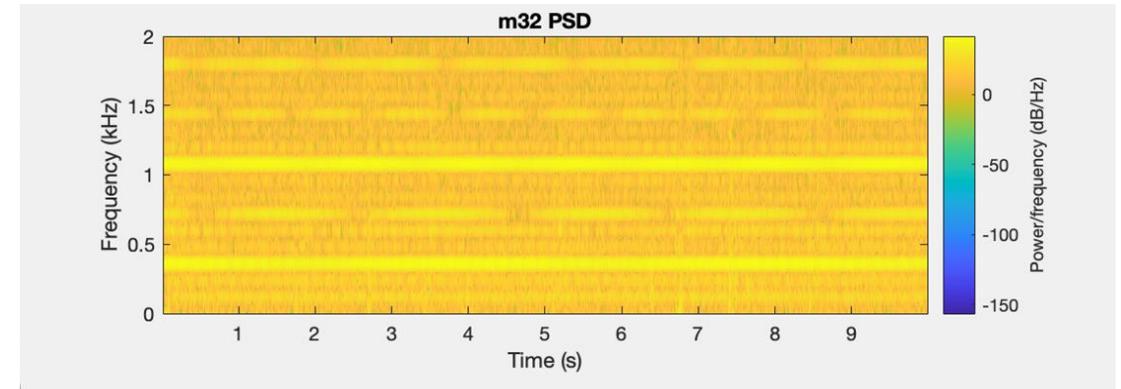
- Still working on this, should be done within the week.
- I have not done science writing in a while, so I struggled with the style at first
- As an educator, this really made me reflect on how little students write substantial responses in my classroom. I am hoping to focus on that skill for my students this year!

*Coming  
Soon!*

# RET Lab Experience Research Summary

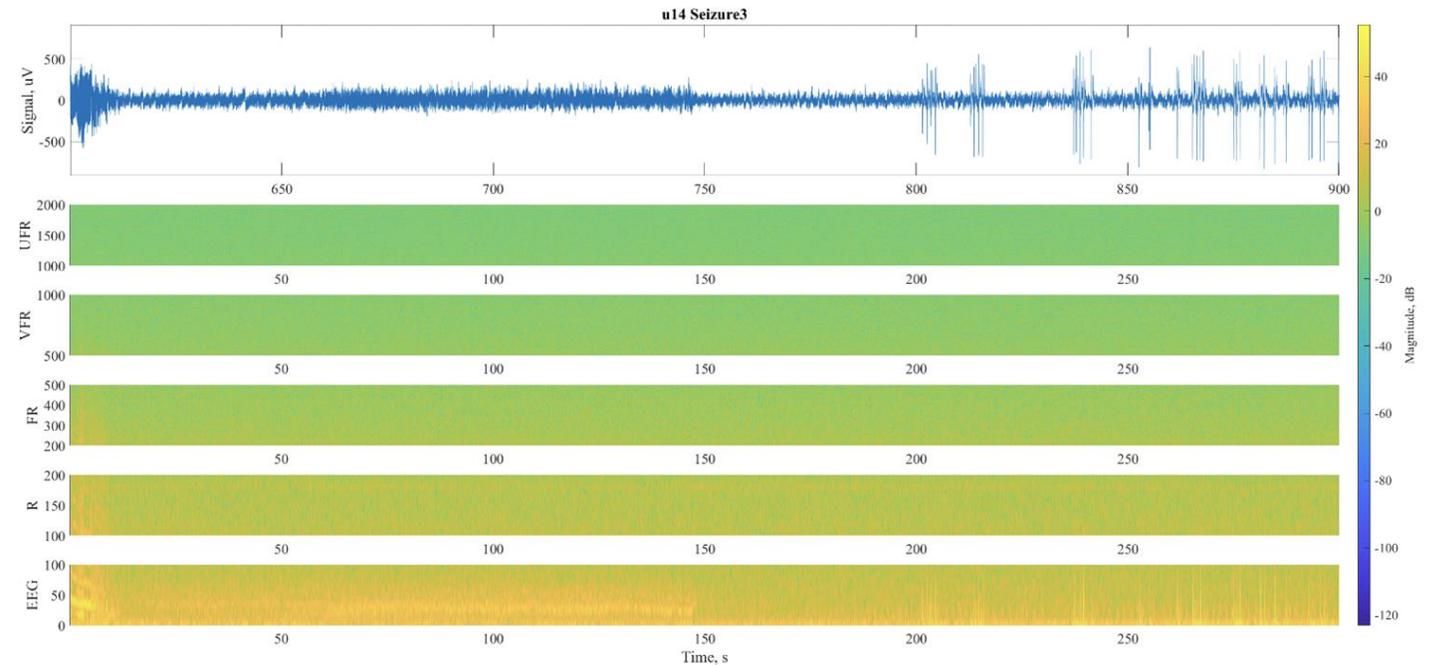
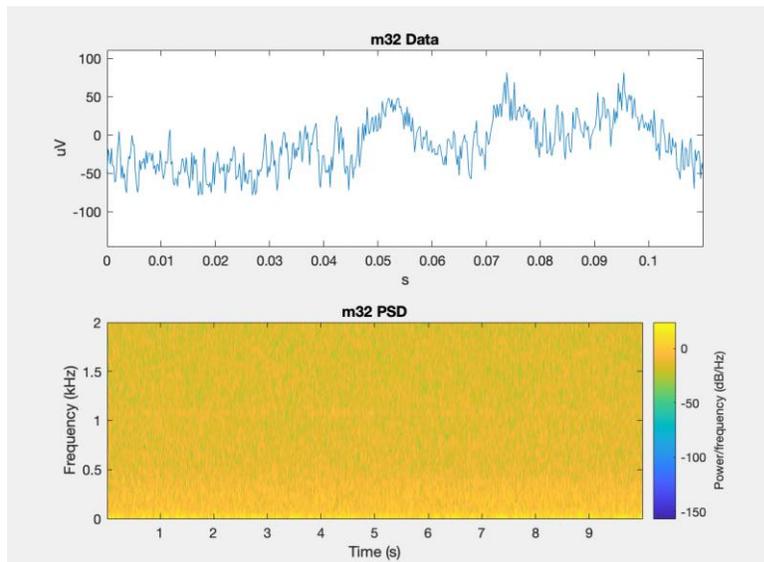
## Research Conclusions

- The biggest factors of noise were environmental
- First run without reference wire
- Re ran the experiment with reference wire
- Noise subtraction is really challenging with inconsistent noise



# Next STEPS in Research

- Some sites were nonfunctional between runs, try to limit that
- Analyze at signatures of epileptogenic brain



# RET Instructional Lesson Implementation

## Lesson Objectives

Students will be able to...

- Calculate the area of predesigned probes/arrays and design their own arrays to fit certain criteria (Shape, size or other limiting factors)
- Understand graphical representations of neural signals (Students will draw conclusions and create questions from data I collect this summer!)

<b>Instructional Lesson Title</b>	Understanding Area through ECoG arrays				
<b>Subject Area</b> <i>Highlight all subject areas that apply to this lesson.</i> <a href="#">Subject area definitions</a>	Algebra	Biology	Chemistry	Computer Sci	Data Analysis
	Earth/Space	Geometry	Life Science	Measurement	Numbers
	Physical Sci	Physics	Problem Solving	Reasoning	Sci & Tech
<b>Keywords (4-10 words)</b>	Area, neural, array, design, graph theory, data analysis				
<b>Unit Duration (in min.)</b>	2 60 min lessons				
<b>Focus Grade Level</b>	10th	<b>Grade Level Range</b>	__9__ to __12__		

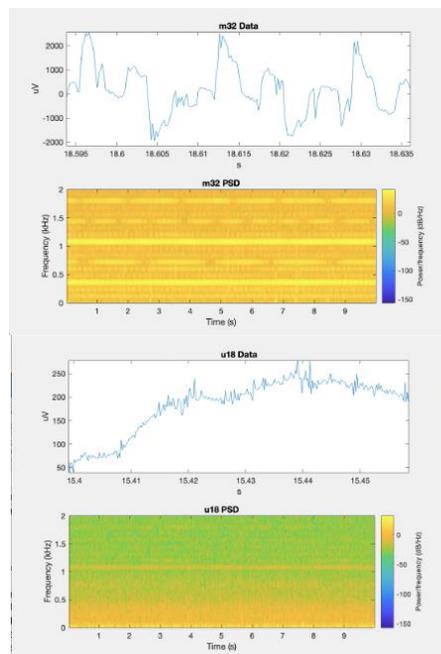
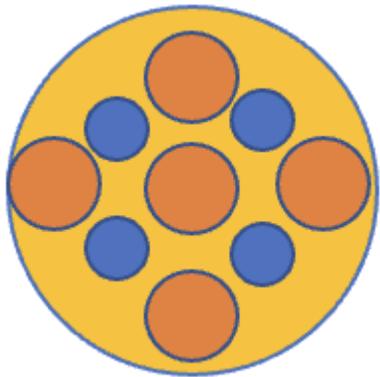
<b>Header Image</b>	
Image file name: sensip_logo.jpg Insert SenSIP Logo at top, align center, no text wrap ADA Description: The logo for Sensor, Signal and Information Processing Center (SenSIP). The text is white, and the background is navy blue. Source/Rights: © SenSIP. All rights reserved.	
<b>Instructional Unit Summary</b>	
<i>One paragraph in present tense.</i> Students first begin to understand the mathematical concept of area in late elementary to early middle school. Area models are used throughout all of mathematics from a geometric understanding to using area models for polynomial operations in high school algebra and even dimension analysis of arrays in calculus. Because of how fundamental area is in the growth of sound mathematical thinkers, the focus of this lesson will be on applying the concept of area to a real-world situation. Students will use basic operations of addition and subtraction to further develop their understanding of area and take their knowledge beyond a simple calculation-based understanding.  An additional skill that is fundamental to a well-rounded student is graph analysis. The second part of this lesson will allow students to analyze graphical representations of neural activity. Students will have a limited understanding of neuroscience, but will be able to use relationships within graphs to draw/develop a basic understanding of the brain as a collection of electric activity and what a seizure "looks like" within neurons.	

# RET Instructional Lesson Implementation

## Lesson Description

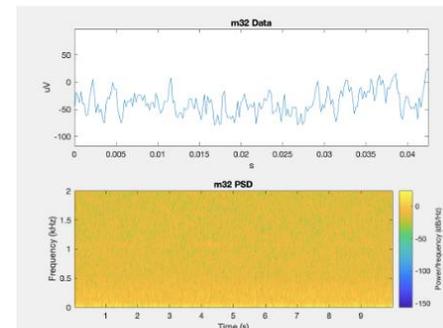
Applications of area:

- Students will design their own ECoG arrays that satisfy a set of criteria based on shape and size/area



Graph Analysis:

1. Notice and wonder for each plot (1 min per graph)
2. What is similar or different between the three plots?
3. What might that mean?
4. Which do you think represents a faulty sensor?



# Questions & Feedback

- Suggestions on how to incorporate more technical writing in the high school math classroom?
- Feedback is more than welcome!
- Please email me with any questions or ideas!  
[rivera.azira.17@gmail.com](mailto:rivera.azira.17@gmail.com)

# Self Assessment

- I learned a lot about a field that I've had very little experience in previous to this program!
- Gained more experience in data analysis using Python and Matlab
- Gained experience in a lab
- Multiple presentations were super helpful to gain confidence in an academic and professional setting

# References

## References

“Cross-Curricular Lesson: Communicating with Parents.” *User Generated Education*, 2 Oct. 2019, [usergeneratededucation.wordpress.com/2019/10/02/cross-curricular-lesson-communicating-with-parents/](http://usergeneratededucation.wordpress.com/2019/10/02/cross-curricular-lesson-communicating-with-parents/).

Konerding, W S, Froriep, U P, Kral, A, and Baumhoff, P. "New Thin-film Surface Electrode Array Enables Brain Mapping with High Spatial Acuity in Rodents." *Scientific Reports* 8.1 (2018): 3825-14. Web.

Worrell, Greg A, Gardner, Andrew B, Stead, S. Matt, Hu, Sanqing, Goerss, Steve, Cascino, Gregory J, Meyer, Fredric B, Marsh, Richard, and Litt, Brian. "High-frequency Oscillations in Human Temporal Lobe: Simultaneous Microwire and Clinical Macroelectrode Recordings." *Brain (London, England : 1878)* 131.4 (2008): 928-37. Web.

“How to Measure Brain Activity in People.” *Queensland Brain Institute*, 29 Mar. 2018, [qbi.uq.edu.au/brain/brain-functions/how-measure-brain-activity-people](http://qbi.uq.edu.au/brain/brain-functions/how-measure-brain-activity-people).

Meenal Dhande, et al. “What Is the Difference between AI, Machine Learning and Deep Learning?” *Geospatial World*, 3 July 2020, [www.geospatialworld.net/blogs/difference-between-ai-machine-learning-and-deep-learning/](http://www.geospatialworld.net/blogs/difference-between-ai-machine-learning-and-deep-learning/).