

## Computational Biology (C003789)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 6.0**                      **Study time 180 h**

**Course offerings and teaching methods in academic year 2025-2026**

A (semester 2)	Dutch	Gent	seminar
			lecture

**Lecturers in academic year 2025-2026**

Dawyndt, Peter	WE02	lecturer-in-charge
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**Offered in the following programmes in 2025-2026**

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Science in Computer Science</a>	6	A
<a href="#">Master of Science in Teaching in Science and Technology(main subject Mathematics)</a>	6	A
<a href="#">Master of Science in Mathematics</a>	6	A

**Teaching languages**

Dutch

**Keywords**

Computational methods, molecular biology, genome structure, gene prediction, sequence alignment, phylogenetics, comparative genomics, gene expression analysis

**Position of the course**

Where did SARS come from? Have we inherited genes from Neanderthals? How do plants use their internal clock? To what extent do bacterial species exchange genetic material? The genomic revolution in biology enables us to answer such questions. But the revolution would have been impossible without the support of powerful computational and statistical methods that enable us to exploit genomic data (1.3). Solving the current and future problems in this intriguing field (1.2) requires training of a next generation of researchers that are fluent in the languages of mathematics, computer science and biology (3.1,3.2,3.5).

Discover the world of computational genomics through a number of real case studies that are worked out in Matlab/Python. These cases will allow the students to gradually work themselves into the terminology and basic principles of molecular biology, and give them a flavour of the different computational techniques used in this ever-expanding research domain (2.1,2.2,2.4). This course provides a roadmap to navigate entry to this field (1.6,5.1,5.5). It guides the students through key achievements of bioinformatics, using a hands-on approach. Statistical sequence analysis, sequence alignment, hidden Markov models, gene and motif finding and more (1.1), are introduced in a rigorous yet accessible way.

**Contents**

- Introduction to cell biology
- Sequence statistics
- Gene finding
- Sequence alignment
- Probabilistic sequence models (hidden Markov models)
- Genetic variation within and between species
- Evolution: natural selection at the molecular level
- Phylogenetic analysis
- Whole genome comparisons

- Gene expression patterns
- Identification of regulatory sequences

### Initial competences

An understanding of basic probability theory, algorithmic concepts and programming skills are essential. Prior experience in the Python programming language and being able to work with modules for scientific computing (numpy, scipy, matplotlib) are required. No previous knowledge of molecular biology will be assumed, as time will be spent throughout the course to elaborate on the biological background. It is primordial to have an certain interest in the biological aspects of the problem domain.

### Final competences

- 1 Understand statistical and algorithmic approaches to sequence and gene expression analysis.
- 2 Understand why and how mathematics and computer science can play a role in modern biology.
- 3 Read and understand recent articles on genomic topics, and in particular assess the data-analysis aspects of them.
- 4 Be familiar with the standard tools and problems, and current and future goals of the research domain of computational biology.
- 5 Access and manipulate real genomic data.

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Seminar, Lecture

### Extra information on the teaching methods

Guided practical sessions in PC room, with regular reporting of the executed analysis.

### Study material

Type: Handbook

Name: Bioinformatics algorithms: an active learning approach  
 Indicative price: Free or paid by faculty  
 Optional: yes  
 Language : English  
 Author : Compeau P, Pevzner P  
 ISBN : 978-0-99037-461-9  
 Online Available : Yes  
 Available in the Library : No  
 Available through Student Association : No  
 Usability and Lifetime within the Course Unit : one-time  
 Usability and Lifetime within the Study Programme : one-time  
 Usability and Lifetime after the Study Programme : occasionally

Type: Slides

Name: Slides shown during the lectures.  
 Indicative price: Free or paid by faculty  
 Optional: no  
 Language : English  
 Available on Ufora : Yes  
 Online Available : Yes  
 Available in the Library : No  
 Available through Student Association : No

### References

Durbin R., S. Eddy, A. Krogh en G. Mitchinson. Biological Sequence Analysis - Probabilistic models of proteins and nucleic acids, Cambridge University Press, 1998. (ISBN-13: 978-0521629713 | ISBN-10: 0-521-62971-3)  
 Felsenstein J., Inferring Phylogenies, Sinauer Associates, 2003. (ISBN-13: 978-0878931774 | ISBN-10: 0-878-93177-5)

Gusfield D., Algorithms on Strings, Trees, and Sequences: Computer Science and Computational Biology, Cambridge University Press, 1997. (ISBN-13: 978-0521585194 | ISBN-10: 0-521-58519-8)

Jones N.C. en P.A. Pevzner, An Introduction to Bioinformatics Algorithms, MIT Press, Cambridge, MA, 2004. (ISBN-13: 978-0262101066 | ISBN-10: 0-262-10106-8)

Setubal C. en J. Meidanis, Introduction to Computational Molecular Biology, PWS Publishing, 1997. (ISBN-13: 978-0534952624 | ISBN-10: 0-534-95262-3)

Mount D.W., Bioinformatics: Sequence and Genome Analysis. Cold Spring Harbor Laboratory Press, 2001. (ISBN-13: 978-0879697129 | ISBN-10: 0-879-69712-1)

### **Course content-related study coaching**

Algorithmic aspects of the computational biology that are touched upon during the lectures, are further illustrated by means of a series of case studies that are worked out in Matlab or Python. Some case studies are an integral part of the lectures, while others need further elaboration by the students during practical sessions in a PC-room or as obligatory projects. The electronic learning-environment Ufora plays a central role in the guided self-learning process of the students, as it enables the exchange of feedback and additional study material between lecturer and students.

### **Assessment moments**

continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

### **Extra information on the examination methods**

Students are assessed by the combination of a series of programming assignments (permanent evaluation: 60%) and an individual project (exam: 40%).

### **Calculation of the examination mark**

Permanent evaluation (60%) and project elaborated in exam period (40%). At least half of the point must be obtained for both components: permanent evaluation and project elaborated in exam period. If at least half of the points was obtained for only one of the two components, the final score is based only on the other component, which is then weighted 100%.

For the second examination period, alternative assignments are indicated for the four assignments (other than those from the first examination period). The project just stays the same. Students can retake each of these assignments/project in the second examination period. If they don't retake an assignment, they keep their score for that assignment from the first exam period.