



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

|  |   |   |            |  |   |                                  |   |            |   |
|--|---|---|------------|--|---|----------------------------------|---|------------|---|
| Course Title                                     |   | Sensory Analysis Techniques in Foods  |            |  |   |                                  |   |            |   |
| Course Code                                      |   | LBT222  |            | Course Level   |   | Short Cycle (Associate's Degree) |   |            |   |
| ECTS Credit                                      | 2 | Workload  | 52 (Hours) | Theory   | 2 | Practice                         | 0 | Laboratory | 0 |
| Objectives of the Course                         |   | The aim of this course is to give students information about sensory testing methods used in different stages of food production. Also, within the scope of the course, the student will gain the ability to start and execute a program related to sensory evaluation in a business.                                 |            |  |   |                                  |   |            |   |
| Course Content                                   |   | Definition and importance of sensory evaluation, intended use in foods, sampling and sample preparation, presentation of samples to the panel, panelist selection and training, factors affecting sensory properties of foods, scales used in quality grading, preparation of evaluation forms, sensory test methods. |            |  |   |                                  |   |            |   |
| Work Placement                                   |   | N/A   |            |  |   |                                  |   |            |   |
| Planned Learning Activities and Teaching Methods |   |   |            | Explanation (Presentation), Discussion, Individual Study |   |                                  |   |            |   |
| Name of Lecturer(s)                              |   |   |            |  |   |                                  |   |            |   |

### Assessment Methods and Criteria

| Method              | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1        | 40             |
| Final Examination   | 1        | 60             |

### Recommended or Required Reading

|   |  |
|---|--|
| 1 | Altuğ Onoğur, T. ve Elmacı, Y, 2011. Gıdalarda Duyusal Değerlendirme. Sidaş Medya Ltd. Şti. Yayın No. 010-1B |
|---|--|

| Week | Weekly Detailed Course Contents |   |
|------|---------------------------------|---|
| 1    | Theoretical                     | The history and importance of sensory evaluation  |
| 2    | Theoretical                     | Food quality and sensory quality characteristics  |
| 3    | Theoretical                     | Sampling, sample preparation and sample presentations   |
| 4    | Theoretical                     | Sampling, sample preparation and sample presentations   |
| 5    | Theoretical                     | Difference tests and evaluation   |
| 6    | Theoretical                     | Flavor and texture analysis profile   |
| 7    | Theoretical                     | Scales used in sensory evaluation   |
| 8    | Intermediate Exam               | Midterm Exam  |
| 9    | Theoretical                     | Use of sensory tests in consumer preference studies   |
| 10   | Theoretical                     | Observing taste, texture, smell, image and sensory analysis in the laboratory, assessment of bitter, sweet, sour, salty taste in different concentrations |
| 11   | Theoretical                     | Observing taste, texture, smell, image and sensory analysis in the laboratory, assessment of bitter, sweet, sour, salty taste in different concentrations |
| 12   | Theoretical                     | Establishment of sensory evaluation laboratory and layout   |
| 13   | Theoretical                     | Establishment of sensory evaluation laboratory and layout   |
| 14   | Theoretical                     | Factors affecting panelist selection and panel size in sensory evaluation   |
| 15   | Theoretical                     | Classification of techniques used in sensory evaluation   |
| 16   | Final Exam                      | Final Exam  |

### Workload Calculation

| Activity                              | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory                      | 14       | 0           | 2        | 28             |
| Individual Work                       | 14       | 0           | 1        | 14             |
| Midterm Examination                   | 1        | 3           | 1        | 4              |
| Final Examination                     | 1        | 5           | 1        | 6              |
| Total Workload (Hours)                |          |             |          | 52             |
| [Total Workload (Hours) / 25*] = ECTS |          |             |          | 2              |

\*25 hour workload is accepted as 1 ECTS



**Learning Outcomes**

|   |  |
|---|--|
| 1 | To have the ability to determine sensory method in accordance with the purpose               |
| 2 | To have the ability to create a scale that can be used in sensory analysis                   |
| 3 | To have information about laboratory controls during sensory analysis                        |
| 4 | To have knowledge about the importance of sensory analysis of foods in terms of food quality |
| 5 | To have the ability to interpret sensory analysis results                                    |

**Programme Outcomes (Laboratory Technology)**

|   |   |
|---|---|
| 1 | To be able to comprehend social, cultural and social responsibilities, to be able to follow national and international contemporary problems and developments   |
| 2 | Atatürk is bound to Atatürk nationalism in the direction of principles and reforms; Adopting the national, moral, spiritual and cultural values of the Turkish people, open to universal and contemporary developments, the Turkish language is a rich, rooted and productive language; Have a love of language and a consciousness; To have the ability to use as much of a foreign language as he would need to read, taste and habit and professionally. |
| 3 | To be able to recognize the basic hardware units and operating systems of a computer, having information about internet usage and preparing documents, spreadsheets and presentations on computer by using office programs.   |
| 4 | Acquires theoretical and practical knowledge at the basic level in mathematics, science and vocational field.   |
| 5 | With the knowledge of laboratory technology in the field, he knows and analyzes problems, brings interpretation of data and suggests solutions.   |
| 6 | In laboratories, according to the prepared business plan and program, necessary work can be done to obtain the desired quality products.  |
| 7 | To have professional and ethical responsibility in business life.   |
| 8 | Development and change are open, follow scientific social and cultural innovations, and develop themselves constantly.  |

**Contribution of Learning Outcomes to Programme Outcomes** 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

|    | L1 | L2 | L3 | L4 | L5 |
|----|----|----|----|----|----|
| P4 |    |    |    |    | 5  |
| P5 | 5  | 5  | 5  | 5  | 5  |
| P6 | 5  | 5  | 5  | 5  | 5  |

