



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|---|------------|---|---|--------------------------------|---|------------|---|
| Course Title | | ELISA and Application Fields | | | | | | | |
| Course Code | | VBY637 | | Couse Level | | Third Cycle (Doctorate Degree) | | | |
| ECTS Credit | 3 | Workload | 75 (Hours) | Theory | 1 | Practice | 2 | Laboratory | 0 |
| Objectives of the Course | | To teach the principle of ELISA, show areas of use ability to give practical application of theoretical knowledge | | | | | | | |
| Course Content | | The working principle of ELISA, quantitative techniques are used enzimmunoassay areas and evaluation of results | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Experiment, Demonstration, Individual Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|-------------------|----------|----------------|
| Final Examination | 1 | 100 |

Recommended or Required Reading

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| 1 | The ELISA guidebook (Crowther, J. R.) |
| 2 | ELISA : theory and practice (Crowther, J. R.) |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|--|
| 1 | Theoretical | General information |
| | Practice | Intoduction of the central laboratory |
| 2 | Theoretical | Historical development |
| | Practice | Presentation of devices |
| 3 | Theoretical | Technical specifications |
| | Practice | Presentation of application schedule |
| 4 | Theoretical | Sources of error |
| | Practice | Preparation of tools and equipment for use |
| 5 | Theoretical | Working principle of ELISA |
| | Practice | Samples of preparation |
| 6 | Theoretical | Areas of application |
| | Practice | Method of working |
| 7 | Theoretical | Areas of application |
| | Practice | Analysis |
| 8 | Practice | Analysis |
| | Intermediate Exam | Midterm exam |
| 9 | Theoretical | Advantages of the method |
| | Practice | Analysis |
| 10 | Theoretical | The disadvantages of the method |
| | Practice | Analysis |
| 11 | Theoretical | Use in diagnosis |
| | Practice | Analysis |
| 12 | Theoretical | Use in diagnosis |
| | Practice | Evaluation of analysis |
| 13 | Theoretical | Use in research of ELISA |
| | Practice | Discussion |
| 14 | Theoretical | Evaluation of results |
| | Practice | Homework control |
| 15 | Theoretical | Sources of error |
| | Practice | Homework control |



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|----|------------|------------|
| 16 | Final Exam | Final exam |
|----|------------|------------|

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 15 | 1 | 1 | 30 |
| Lecture - Practice | 15 | 0.5 | 2 | 37.5 |
| Reading | 1 | 0 | 2 | 2 |
| Midterm Examination | 1 | 1.5 | 1 | 2.5 |
| Final Examination | 1 | 2 | 1 | 3 |
| Total Workload (Hours) | | | | 75 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 3 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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|---|--|
| 1 | Understand the working principle of the ELISA equipment |
| 2 | Having a basic knowledge of the technical characteristics of the devices |
| 3 | An ability to win on the device application |
| 4 | To learn the usage areas of ELISA |
| 5 | To have information about the disadvantages of ELISA |

Programme Outcomes (Biochemistry (Veterinary Medicine) Doctorate)

| | |
|----|---|
| 1 | Has a deep and broad knowledge about the field and the interdisciplinary area related with the field through the achievements gained in undergraduate and professional levels. |
| 2 | Has the knowledge to create original ideas, analyze them and develop definition/product/diagnosis methods by using the knowledge gained in undergraduate and/or professional experience, when needed. |
| 3 | Is knowledgeable about theories and practices in methodological and scientific research methods to run an independent research. |
| 4 | Excels in the laboratory, clinical and similar fields by using the theoretical and practical information gained in former education, and has the ability to create solutions in related fields. |
| 5 | Designs and develops scientific methodology for the advanced level/newly defined/emerged problems about the field. |
| 6 | Excels in the known scientific methods in the field for the advanced level/ newly defined/emerged problems. |
| 7 | Designs unique researches and implements independently. |
| 8 | Analyzes, synthesizes and evaluates the new ideas in related fields by using critical thinking. |
| 9 | Plans, creates teams and carries out the interdisciplinary research projects in order to create solutions to the known/newly defined problems. |
| 10 | Joins to congresses, panels, symposiums, workshops, seminars, article discussions and problem solving sessions in different disciplines, and exchanges information with the other professionals to contribute to the solutions. |
| 11 | Broadens the borders of scientific information by publishing scientific articles in national and/or international peer-reviewed journals. |
| 12 | Creates new ideas and methods to contribute to the technological, social and cultural progress, or to help the development of information society by using the theoretical, practical, independent research, abilities responsibly. |
| 13 | Designs and implements social projects with the awareness of creating an information society. |
| 14 | Compiles and interprets any type of data (field observation, scientific knowledge etc.) in accordance with the aims. |
| 15 | Develops and uses strategies about related topics with the field. |
| 16 | Implements and defends institutional and practical information and abilities in accordance with the needs of the country and the world, and changes when necessary. |
| 17 | Follows up and uses all the updates about the field (scientific information, legislations etc.), and has the qualification to change them. |
| 18 | Adopts lifelong learning as a principle and acknowledges that the information gained through research is the most valuable gain. |

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

| | L1 | L2 | L3 | L4 | L5 |
|----|----|----|----|----|----|
| P1 | 5 | 5 | 5 | 5 | 5 |
| P2 | 5 | 5 | 5 | 5 | 5 |
| P3 | 5 | 5 | 5 | 5 | 5 |
| P4 | 5 | 5 | 5 | 5 | 5 |
| P8 | 5 | 5 | 5 | 5 | 5 |

